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ABSTRACT

This proceedings of a conference presents papers that examine residential colleges and living-learning programs, how to develop and implement them, and issues surrounding their use including increasing faculty and student involvement. Papers and their authors are as follows: "Residential Colleges: An Historical Context" (Mark B. Ryan); "How To Increase Campus Support for a Residential College" (Martin Nemko); "Exploring a Case History: James Madison College of Michigan State University at 25 Years" (Kenneth Waltzer); "Student Affairs in James Madison College" (Dixie Platt); "Mature College Systems" (Kristie DiGregorio); "Unit One Living/Learning Center Toward Becoming 'Mature'" (Howard K. Schein); "Rice University: The College System" (Ronald F. Stebbings); "The Collegiate Structure of the University of Kent" (Frank Burnett); "How To Start a Residential College (Martin Nemko); "The Freshman Learning Community" (Jerry A. Stark); "SHINE: Student Housing Initiatives in Education" (Ted C. Hindmarsh); "Converting the Embassy Hotel into USC's First Residential College" (Kristine Dillion); "A National Perspective on Faculty Interaction Programs" (Dale R. Tampke); "Developing an Experimental Curriculum" (Frances Arndt, Betty Carpenter); "Student Life as Text: Engaging Difference, Making Communities" (Grant Cornwell); "How To Increase Faculty Involvement in Residential Colleges: (Martin Nemko); "EMPOWERMENT: The Lifeforce of the Residential College" (Lara Chatel Turbide); "Residential Learning Project" (Katie Dustin); "Academic Advising: The Key in NMSU's Residential Colleges" (Chris Gregory); "Special Topic Group: Training Student Staff" (Kristie DiGregorio); "An Evaluation Model For Residential Colleges," (Martin Nemko); "The College in Context" (Kristie DiGregorio, Mary Macmanus Ramsbottom); "The Present and Future of Residential Colleges" (Martin Nemko); and "How I Came To Believe in Red Wing" (Frank Burnet). (GLR)

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PROCEEDINGS

FIRST ANNUAL
INTERNATIONAL CONFERENCE
OF RESIDENTIAL COLLEGES
& LIVING/LEARNING CENTERS

"Retrieving a Tradition,
Projecting a Future"

March 26-28, 1992

NORTHEAST MISSOURI STATE UNIVERSITY
Kirksville, MO

Terry B. Smith, Editor

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INTRODUCTION

Terry B. Smith
Dean of the Colleges
Northeast Missouri State University

Northeast Missouri State University hosted the First Annual International Conference for Residential Colleges and Living/Learning Centers on March 26-28, 1992 on the University's campus. Fifty practitioners from thirty-one colleges and universities in the United States, Canada, and Great Britain came with the intention of "Retrieving a Tradition, Projecting a Future," in accordance with the conference theme.

The conference was called to fill a professional vacuum: There was no place where residential colleges/living-learning practitioners could naturally network. Academic affairs considered them too student affairs-ish (because of the housing component) and student affairs thought them too academic (because of the strong faculty and curricular component). There was no residential college "caucus" existing or in prospect in any professional organization.

These practitioners, representing institutions private and public, small and large, selective and extremely selective, brought experiences from programs as venerable as Yale and Harvard, and as new as Wisconsin-Oshkosh, Brigham Young, and Northeast Missouri State. Several institutions attending only were considering programs and wondered how to begin; the rest of them wished to live long and prosper.

The conferees made several important discoveries: 1) residential colleges/living-learning programs are extremely diverse; 2) few programs are completely secure on their campuses; and 3) a network, perhaps a formal organization of practitioners, is a must. To this end a second conference will be held April 1-3, 1993 and a second edition of the National (to become North American) Directory of Residential Colleges and Living/Learning Centers will

be published in 1993. The Directory will include updated information on the original 45 programs plus entries from several dozen new and newly-discovered.

What Is a Residential College?

A residential college is ideally characterized by faculty and students living, studying, and socializing under the same roof. In some programs faculty are heavily invested (teaching, advising, taking meals) but don't live in. In others, faculty live in but do little with students. There are as many models as there are practicing institutions. But the commonality is the unique way in which a living-learning program relates to its residents.

The author's college-age children accompanied him on a visit to Rutherford College, University of Kent, Canterbury, England.* After spending a day on the campus talking with college members and observing, the author's daughter observed: "They sure do cherish their students here, don't they?"

"Cherishing" is the sublime charge to residential colleges: Empowering students and giving special care explicitly in the context of the academic mission of the institution. It is the revitalization of the oldest concept in Western higher education.

Contents of the Proceedings

Mark Ryan, Dean of Jonathan Edwards College at Yale University, opens with a brilliant and scholarly chronicle of American residential colleges, the primary contributions of which have been "the educational value of community

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*The author is grateful to the Fulbright Fellowship program for funding his study of English residential colleges.

life and the development of the whole student psyche." Marty Nemko, Consultant-in-Residence, follows by facilitating a session on "How To Increase Campus Support." Participants share suggestions that apply to varied circumstances.

Mature Programs

Yale and Harvard have the oldest residential colleges in America, but a number of others are "mature" programs. Kenneth Waltzer and Dixie Platt of James Madison College at Michigan State University give a good history and description of a well-established college at a major land grant institution with especially useful tips for surviving in a tough economic and political climate.

Two Illinois schools have programs more than two decades old. Kristie DiGregorio describes Northwestern University's diverse college system and emphasizes the importance of the student affairs/academic affairs partnership. Howard Schein at the University of Illinois outlines the early orphan status of Unit One and its recent stabilization.

Ronald Stebbings says that, like Yale and Harvard, Rice University's residential colleges are utterly inseparable from the undergraduate student experience. Finally, Frank Burnet, Master of Rutherford College, University of Kent (England) describes how running a comparatively immature residential college (only 27 years old) in a land of literally medieval colleges presents special challenges and that he plans to address them by re-inventing its mission to embrace the needs of non-traditional and part-time students.

New Programs

Marty Nemko facilitates "How To Start a Residential College," and develops a universal model that makes new-venture success likely. Jerry Stark

parlayed a FIPSE grant into an effective freshman-based program at the University of Wisconsin-Oshkosh. It heightened freshman participation in the "academic subculture" and increased retention.

Ted Hindmarsh was faced with empty beds at Brigham Young University and reports on BYU's program (SHINE) of academic and personal support in the residential setting to attract students back to campus housing. Kristine Dillon describes the opportunities presented by University of South California's purchase of the Embassy Hotel in downtown Los Angeles and her assignment to convert it into a residential college.

Involving Faculty

Dale Tampke of the University of Illinois reports on the results of his national survey about faculty interaction in residential facilities. He finds, among other things, that much depends on campus size. Frances Arndt and Betty Carpenter describe the challenges and delights of operating a very small program based on interdisciplinary courses at a large public university, University of North Carolina-Greensboro.

Richard Guarasci and Grant Cornwell champion using a powerful liberal learning experience to build freshman residential colleges at St. Lawrence University (New York). Marty Nemko facilitates an interest/action session that brings out numerous ideas focussing on the principle: "Faculty involvement increases proportionate to the benefits they receive."

Involving Students

Laura Turbide, Bucknell, outlines how residential colleges can promote leadership development. Katie Dustin (University of California-Berkeley) and Christopher Gregory (Northeast Missouri State University) compare academic

advising models on large and medium-sized campuses.

Kristie DiGregorio (Northwestern) convenes a round table on training student staff and uncovers common themes among a diversity of approaches to staff development.

Evaluating Programs

Marty Nemko again facilitates an interest/action session, this time on evaluation, where brainstorming produces models and key subcomponents such as process and product variables.

Carl Trindle (University of Virginia), Mary McMacmanus Ramsbottom (Yale and Northeast Missouri State University), and Kristie DiGregorio present a thorough, literary, and ultimately very human model reflecting on an actual evaluation carried out by the trio in 1991.

Synthesis and Conclusion

Marty Nemko concludes the conference with remarks full of insightful suggestions, grand visions, intimacy, and warmth.

A fitting conclusion to the Proceedings is the hilarious account of Frank Burnet's (University of Kent, England) adventure with the "airline" that provides commuter service to Kirksville.

Acknowledgments

The author gratefully acknowledges the role played in the conference and these Proceedings by:

Russell G. Warren, President of Northeast Missouri State University, who said "Let's meet the need by having the conference; I will support it in all possible ways." And he did;

Beth Raney, my student assistant, who spent hundreds of hours attending to thousands of details while keeping her sanity and dean's list grades; and

The practitioners whose words you read below. They came through gloriously in a pioneering venture at a remote place.

RESIDENTIAL COLLEGES: AN HISTORICAL CONTEXT

Mark B. Ryan

Permit me to begin, for the sport of it, with one Harvard man bashing another. Here is Charles Francis Adams, writing in 1909 to Woodrow Wilson, then President of Princeton, looking back on the forty-year reign in Cambridge of Charles William Eliot, the president who not only remade Adams's alma mater but launched American higher education into a new era: "I consider," said Adams, "that Eliot has, by his course and influence, done as much harm to the American college as he has done good to the American university." [1]

Adams' brotherly barb came at what, for our purposes, was a crucial historical moment, when the values of the old American residential college were reviving in the prestigious institutions of the East, after forty years of erosion during the movement, epitomized by Eliot, to build the great American university. Soon would begin the effort of which we in this room are the heirs and beneficiaries, the effort to reestablish the residential college, with its educational purposes and values, within the context of the newly-built and more broadly-defined university. That polarity in Adams's statement, between "college" and "university," would be a confusion to most of the American public. But my purpose is to reflect on the historical roots and educational meaning of that polarity, and to advance a few thoughts about what it might mean to us.

* * *

Adams' forebears, the Puritan magistrates who founded his alma mater, may have named that miserable little burg where they put their school, rather grandiosely, after

the great English university that several of them had attended; but the model for the school that they had in mind was not the multifarious collection of institutions by the River Cam, but rather one of the units within it, which they called a College. The Colleges they had known--Emmanuel, Trinity, Christ's--had grown up out of the medieval universities, first as mere boarding houses, then gradually gaining ascendancy as the centers of teaching and learning. The early universities of Europe provided no lodging; but students clearly required it, and benefactors, especially in England, saw a need for structured social institutions to provide for young scholars both in body and soul. Perhaps the earliest was Merton of Oxford, founded in 1264 by the Bishop of Rochester to take care of the 'temporalities,' as he said, of students--and perhaps not incidentally, to assure the good behavior and proper development of his nephews. The buildings of Merton were grouped around a chapel, where students worshipped daily; its statutes, establishing the seminal "Rule of Merton," prescribed diligence, sobriety, chastity and other virtues no doubt perpetuated here at Ryle College of Northeast Missouri State. Merton and its early imitators were not teaching institutions, but with the founding of New College, Oxford in 1379, older fellows of the College began instructing younger ones; and by the middle of the next century, the teaching functions at Oxford and Cambridge lay almost entirely in the hands of college lecturers.[2] And unlike the university, the colleges governed student life beyond instruction: they attempted, we might say, to manage a student's full development.

That was the model that the magistrates of Massachusetts Bay had in mind when they set out to build an institution "to advance Learning," as they put it, "and perpetuate it to Posterity." Some of the more practically-minded observers suggested that the school, after the manner of universities in, say, the Netherlands, simply hire ministers to read lectures, leaving the students to fend otherwise for themselves. But as Cotton Mather later retorted, "the Government of New England was for having their Students brought up in a more Collegiate Way of Living."[3] From that beginning in Massachusetts Bay, American higher education was concerned not just with the training of minds but with the molding of character; and the "Collegiate Way of Living," with its common residence, structured community life, shared intellectual interchange, and spiritual purpose and practices, was the path to those complementary goals.

To support the "Collegiate Way," the early Colonial institutions, reflecting their passion for this ideal, erected the largest buildings in the English colonies: Old and New Colleges at Harvard, the Wren Building at William and Mary, Nassau Hall at

Princeton.[4] In those ambitious structures were a hall for lectures and dining, a kitchen, a buttery, a library, and chambers for students and tutors. In those halls and rooms students heard lectures together; they demonstrated their mastery of ideas through recitations and disputations with one another. They followed a rigorous daily discipline of prayers and study, meals and recreation; and in their intellectual and personal development, pursued for four years in close community, they formed lifetime bonds with one another.

Mind you, not everyone in the colonies was pleased with the results. In 1703, the minister Solomon Stoddard attacked Harvard, as some might still, as a place of "Riot and Pride... profuseness and prodigality," and a couple of years later the London agent for Massachusetts and Connecticut complained that they are "bringing up a strange generation there."[5] The agent threw his support to the new, rival school in Connecticut; but there, and in succeeding institutions founded in colonial times, and in the rash of college-building in the early 19th century, founders still chose to bring up new generations in the Collegiate Way.

* * *

Perhaps the most notable formal defense of this collegiate ideal, at least prior to the Civil War, emanated from that place in Connecticut, which originally had been called 'the Collegiate School': the seminal "Yale Report of 1828." The focus of that report was curricular: it defended the classical curriculum--the study of what was called "the dead languages" and mathematics--as well as a prescribed, common study of other, newer subjects chosen by the faculty. But it also defended the close community and residential arrangements of the traditional American college. The young students of that era needed, in the words of the report, "a substitute...for parental superintendence...founded on mutual affection and confidence" between students and their teachers. "The parental character of college government," the report stated, "requires that students should be so collected together, as to constitute one family; that the intercourse between them and their instructors may be frequent and familiar." That goal, the report noted, required suitable residential structures and resident faculty who knew the students individually and well. These arrangements allowed not only for providing information to students through lectures--what the report called the "furniture" of the mind--but also for the "daily and vigorous exercise" of what it called the "mental faculties," on which it based its psychology. The intellectual exchange in the community, then made formal with daily recitations and disputations, was a crucial educational tool. The aim of all of this--both curriculum and

college life--was "to lay the foundation of a superior education" and, as the report stated it, to "produce a proper symmetry and balance of character."[6]

Take note here that the rationale for the Residential College had moved, over two centuries, from one that was primarily spiritual--protecting the moral welfare of the students--to one that was more psychological--encouraging students' full human development, both intellectual and personal. The rationale remained, as before, student-centered, but it was grounded now less in a theological understanding of human nature than in human psychology as it was then understood. Educators of that era found this rationale convincing: graduates of these institutions in the East set out to found colleges across America, until by the eve of the Civil War there were some 250 of them, many of them aspiring to the educational ideals of the Yale Report. The residential ideal was reinforced by an American habit of placing these schools in rural settings, away from the temptations of the cities, where other residential arrangements would have been available, often in towns with names such as "Athens" and "Oxford."

* * *

Nevertheless, this Collegiate ideal, as expressed in the Report, had a fundamental weakness. From the beginning, it had been associated with a common curriculum, and even a unitary view of knowledge. That curriculum was derived from the early Renaissance reconciliation of classical learning with medieval Christian theology, in which every intellectual endeavor had its place in a larger framework. The intellectual history of American higher education can be viewed as a progressive breakdown of that unitary view of knowledge, under the pressure of secularization, new perspectives, and new fields of inquiry. By the time of the Yale Report, that process had begun to tear at the very structure the American college. The explosion of new knowledge from Europe, especially in the sciences, had begun to crowd the curriculum, making it seem cursory, or to antiquate it, making it seem irrelevant. Democratic, newly industrializing America wanted more practical, vocational subjects; and an educational elite, looking at the intellectual advances of Europe, called for the study of modern languages, political economy, and the blossoming diversity of natural sciences. Such subjects could be incorporate only if students could *choose* from among various course offerings.

With the attack on a common curriculum, often went attack an on the close-knit community life associated with it. Reformers such as Francis Wayland, President of

Brown, took as their model not the old English Colleges, but the very different, non-residential universities of Germany, with their emphasis on independent and graduate study and on faculty research. Wayland called for the study of new subjects, an elective system, professional and vocational study, and--striking at the heart of the old College--for the abolition of residences and of the College's role in what was called "parental superintendence." Without the burden of residences, he argued, the school could devote its resources to academic purposes, to professorships and libraries--with the added benefit that students might not so readily lead each other to moral perdition (a point that some of us who live among them must, I'm sure, from time to time entertain).[7]

These thoughts did not bear fruit until the flowering of the university movement after the Civil War, funded by the new wealth of American industrialism. By the 1870s, great public universities and land grant colleges had begun to rise up in the Midwest, built to accommodate a much-expanded university population and a more service-oriented, utilitarian curriculum; Johns Hopkins was founded as a graduate research institution on the non-residential German model; and fortified by an elective curricular system, greatly expanded universities began to emerge out of some of the old Colleges. Frequently these creations and expansions entailed the abandonment not only of a prescribed curriculum, but of chapel, community rules, and dormitories.

Surely the great spokesman for the expansion of the old American College into the new American university was Eliot of Harvard, who assumed his post as President in 1869 and kept it through the first decade of this century. At the heart of Eliot's reform was the elective system--free choice from a wide range of course offerings. He built his case on a radical individualism: because students were not uniform, he argued, neither should be the curriculum: it must not only change with new knowledge and social conditions, but it must allow for wide variation in student's tastes and talents, for, as he put it, vast "diversities of...minds and characters." Eliot was a pluralist: he wanted a large student body, studying widely varied fields, and drawn, he said, from "different nations, states, schools, families, sects, parties, and conditions of life." In part, that was so that students could educate each other about their various backgrounds. But his more compelling reasons for the elective system and a large student body were institutional: they concerned the faculty he wanted to cultivate. Without a great many students, he said, "numerous courses of highly specialized instruction will find no hearers." Electives and a large student body freed the faculty to concentrate on areas of specialization. They were the necessary conditions of what Charles Eliot defined as a university.[8]

For Eliot, building the university implied deemphasizing the residential nature of the American college and its supervision of student life. A large university could not, as he phrased it, seclude students "behind walls and bars." He favored urban campuses, with many students living in the city. If the sense of the college as a close community suffered in the process, then so be it; community was not his goal.[9]

In terms of future definition of American higher education, Eliot prevailed. The university ideal triumphed, and of course not only at Harvard. New fields of inquiry and legions of new students were accommodated in expanding institutions all over the country--including even more traditional places such as Princeton and Yale, where initially Eliot's ideas had been viewed with rank horror. As Eliot noted, "The manners and customs of the Yale faculty are those of a porcupine on the defensive."[10] In one of the more vitriolic debates among American College presidents, Noah Porter of Yale and James McCosh of Princeton attacked Eliot's university pretensions, defending prescribed study and the supervision and moral guidance of students in residential halls. Referring to the relinquishing of institutional control over students' behavior and course of study, McCosh fumed, "...if we cannot avert the evil at Harvard, we may arrest it in the other colleges of the country."[11] But even at his and Porter's own institutions, electives took over more and more of the curriculum, and a smaller proportion of resources went into the building of dormitories. The residential, Collegiate ideal was clearly in retreat.

* * *

By sometime during the first decade of this century, however, a backlash took hold. Many educators and observers--the likes of Charles Francis Adams--were not enamored with increased specialization, with the focus on research at the expense of teaching and on graduate and professional schools over undergraduate education. They had profound reservations about an unstructured undergraduate curriculum, about a laissez-faire attitude towards student morals and character, and about the separation of intellect from other aspects of development. The collegiate ideal began to revive within the new university.

A leading figure in that revival was Woodrow Wilson of Princeton. As university President, he spoke of the need to join "intellectual and spiritual life" and to "awaken the whole man." Princeton, he said, was "not a place where a lad finds a

profession, but a place where he finds himself." Wilson moved Princeton away from the free elective system back towards a more structured curriculum; and with the construction of residences, he attempted to rebuild the a sense of community that he thought the university had lost. "The ideal college...," he said, "should be a community, a place of close, natural intimate association, not only of the young men...but also of young men with older men...of teachers with pupils, outside of the classroom as well as inside of it."[12] For architectural inspiration, Wilson looked back, once again, to the English residential colleges, with their closed quadrangles. He hoped, in fact, to create an entire system of residential quadrangles, each with a dining hall, common rooms, and a resident Master. His notions culminated in the design and construction of the Graduate College, but Wilson failed to win support for his larger vision.[13]

The fulfillment of that vision took place elsewhere: it awaited the philanthropy of Edward S. Harkness, Yale Class of '97, who in 1926 proposed to fund such a comprehensive system of colleges at his alma mater. Yale was slow to respond with a plan; the delay tried the patience of the donor, who began to feel that Harvard might prove more fertile ground for his generosity. By that time, Eliot's notions were in retreat in Cambridge. His successor, A. Lawrence Lowell, ally of Charles Francis Adams and admirer of Wilson, steered Harvard back to collegiate ideals with fewer electives, an emphasis on undergraduate teaching and what he called "cultural and spiritual values," and efforts to create a more closely knit community life. Harkness made the same proposal to Lowell, who snapped it up--calling it "a bolt from the Blue." After the announcement, a Yale undergraduate magazine referred to the scheme as "a Princeton plan being tried out at Harvard with Yale money." Harkness then reconciled with his alma mater and agreed to fund what was called the "Quadrangle Plan" at both schools.[14]

Both of these institutions then mustered their considerable talents towards what must be viewed as one of the great enterprises in the history of American higher education--the creation of collegiate units *within* the modern university, and through that, the joining of collegiate and university ideals. Officials from Harvard and Yale went scurrying across the Atlantic to examine the Oxbridge Colleges on which their new units were supposedly to be modelled; but what they needed to build, of course, was something quite different. The British Colleges, after Merton, were autonomous sovereignties, self-governing and independently financed, agents of instruction with their own faculties. The American units, grafted on to an existing, centralized university, would be something new, something between a British College and an American dormitory. Thus began the enterprise to which

we here today are the heirs. The initial phase, I believe, was a moment of inspired creativity. In fashioning these units, the planners at Harvard and Yale faced, without American precedent--and with great care and resources--the fundamental issues that I'm sure will shape, in some form, the discussions at this conference: issues such as the optimal size of these units; their staffing; the functions of their officers; their architectural configurations; forms of faculty involvement; their educational as well as social functions; their relation to existing units of authority; especially departments of study; their relation to the extracurriculum; the forms of their student governance; and even such symbolic concerns as names, titles and heraldry.[15]

* * *

These concerns bring us back to this room, and to our purpose in this assembly. Looking over the broad history that I've given you, we see, I think, elements of a legacy that we might bear in mind as we pursue our more specific points of discussion. The Collegiate tradition to which we are heirs has, it seems to me, two basic characteristics: it accepts the educational value of community life, and it strives to develop the whole student psyche.

In interpreting that legacy for our purposes, of course, we accept the enduring elements of university ideal. From Eliot's day onwards, the American university would be devoted to the advancement as well as the perpetuation of learning: it would have a faculty focused on areas of specialization. It would accept the reality that students come with vast diversities of minds and characters, requiring wide range in choice of study. It would draw its students from an ever more pluralistic background, from, in Eliot's terms, "different nations..., families, sects..., and conditions of life."

But within that context, the Residential College aims to promote the enduring elements of of what Cotton Mather called "the Collegiate Way of Living." In promoting cohesive communities within the university, the Collegiate ideal accepts the principal that the informal contact of structured community life is a principal element in the process of learning--contact between students and instructors, and among students themselves. We attempt to give meaning to the old ideal of mentorship, to the value of what the Yale Report would have called "mutual affection and confidence" or "frequent and familiar intercourse" between students and faculty. Some modern commentators point with passion to that need: as Page Smith puts it, "There is no decent, adequate, respectable education, in

the proper sense of that much-abused word, without personal involvement by a teacher with the needs and concerns, academic and personal, of his/her students."[16] This implies that a Residential College should provide for a strong faculty presence, for formal and informal avenues of advising and counseling, of listening and affirmation.

The Collegiate ideal also accepts the principle that students educate each other fully as much as they are educated by the faculty. They may absorb information in the classroom, but it is in exchanges with one another that students internalize that information, take the measure of what rings true, relate it to their experience and intuitions, and assess how it has meaning in their lives. Further, in their diverse backgrounds and tastes and experiences and perspectives, they expose one another to sometimes infectious insights and interests, to rich if sometimes painful personal histories and experiences. The educational value of that exposure argues for College communities that reflect the full diversity of the university population.

The second enduring element in the Collegiate ideal is that it attempts to look after the whole student psyche, to promote the development of character as well as intellect. That is a persistent theme from the Yale Report's psychological portrait of the student, to Woodrow Wilson's concern that at Princeton, a student not find a vocation but find himself. The College must seek to create an atmosphere in which students are supported in their full personal growth. The College community supports that growth by serving as witness to it, by appreciating it, by providing a forum in which all student concerns, especially personal and developmental ones, can be given a full hearing. For College officers, this implies, I think, that what we might call human sensitivity is every bit as important a credential as scholarly achievement. College officers should be skilled as personal counselors, and they have an obligation, I would say, to familiarize themselves with the major issues of personal development in the College years.

A traditional element in this focus on character in the Collegiate ideal, from the founding of Merton College, is an emphasis on values that we call moral and spiritual. Obviously that does not mean for us what it meant for Cotton Mather, but the terms crop up in the whole history of the Collegiate Way, through the rhetoric of Woodrow Wilson and Lawrence Lowell. Their meaning, for us, I would say, is twofold: it lies in community ethics and in what I might call personal awareness. Ethical concerns should be at the heart of the College's community life. In their interactions with each other, in the creation and enforcement of College regulations, students must constantly be encouraged

to look to the community's harmony and welfare, and to consider how the virtues and values that thus come to play are expressed, or not expressed, in the larger society. As for the spiritual element, perhaps Colleges in the modern secular university must be content to let it emerge from the bonds of affection formed in the group, and to encourage a place for inner, personal exploration. If the concerns that we call spiritual are rooted, as I believe they are, in compassion, in the cultivation of sincerity and mutual acceptance and even love, then they can begin in the ties and mutual understanding formed in College life. To make the most of that, Colleges must, I believe, find ways to encourage in students a deepening awareness of personal experience, a "trust in [one's] own subjectivity," as Vaclav Havel recently has phrased it, "as a principal link with the subjectivity of the world."[17] Through that, they can encourage some attention to the life cycle, some concern for the largest context of human life.

The educational value of community life and the development of the whole student psyche: in carrying forward these enduring ideals of the Collegiate Way, we in this room, heirs to the Collegiate tradition, can promote, in the fragmented university of today, a student-centered vision of education that, in a way appropriate to our times, both builds character and sharpens mind. In so doing, we can help to make the modern university a place that answers the concerns of both Charles Francis Adams and Charles William Eliot, a place that reconciles the compelling views of two Harvard men bashing one another.

Notes

1. Laurence R. Veysey, *The Emergence of the American University* (Chicago: University of Chicago Press, 1970), p 250.
2. This account of the rise of the Colleges draws on Samuel Eliot Morison, *The Founding of Harvard College* (Cambridge: Harvard University Press, '1935), pp. 35-39.
3. *Ibid.*, p 251-252.
4. Paul Venable Turner, *Campus: An American Planning Tradition* (Cambridge: The MIT Press, 1984), p. 17.
5. Richard Warch, *School of the Prophets: Yale College, 1701-1740* (New Haven: Yale University Press, 1973), pp. 18, 59.
6. A Committee of the Corporation and the Academical Faculty, *Reports on the Course of Instruction in Yale College* (New Haven: Hezekiah Howe, 1830).
7. Francis Wayland, Thoughts on the Present Collegiate System in the United States (Boston: Gould, Kendall & Lincoln, 1842), pp. 112-131.
8. Charles William Eliot, *Educational Reform: Essays and Addresses* (New York: The Century Co., 1898), pp. 125-148.
9. *Ibid.*, p. 147; see also Veysey, p. 93.
10. Veysey, p. 50.
11. James McCosh, *The New Departure in College Education* (New York: Charles Scribner's Sons, 1885), p. 23. See also Noah Porter, *The American Colleges and the American Public* (New York: Charles Scribner's Sons, 1890).
12. Veysey, pp. 212, 242, 243.
13. See George Wilson Pierson, *Yale College: 1921-1937* (New Haven: Yale University Press, 1955), p. 224; see also Turner, 227-234.
14. Pierson, pp. 208. Pierson provides a superb and detailed account of the Harkness gift: see pp. 207-252.
15. See especially Pierson, pp. 400-474.
16. Page Smith, *Killing the Spirit* (New York: Viking, 1990), p. 7.
17. Vaclav Havel, "The End of the Modern Era." Address at the World Economic Forum, Davos, Switzerland, February 4, 1992.

HOW TO INCREASE CAMPUS SUPPORT FOR A RESIDENTIAL COLLEGE

Martin Nemko

Build informal and formal relationships with other campus leaders: e.g., powerful dept chairs. For example, ask for their input on program proposals and evaluations.

Develop partnerships with potential competitors--e.g., honors programs, minority programs.

Have the Residential College (RC) students produce a regular column for the student newspaper. Have RC faculty write a column for in-house faculty and/or alumni publications. Especially publicize the ways that the RC benefits the institution as a whole: recruiting better students, more academically oriented campus culture, improves the campus's reputation.

Invite media people to cover AND participate in events; e.g., to give a fireside chat about what what life is like as a journalist or about how they cover a political campaign.

Because a vice president or provost is probably responsible for most of the RC's resources, that person deserves credit for achievements. For example, at major RC events such as orientations, awards ceremonies, and well-known speakers, invite the VP to speak, make an introduction, or present an award. Introduce the VP as the person who made the event possible.

Invite all faculty (especially teaching award winners and faculty with interest in a theme being explored by the RC), administrators, staff, and alumni, to give fireside chats. But before accepting their offer to do a fireside chat, give the person an estimate of the number of students likely to attend. A speaker who gets 5 attendees when expecting 50 is unlikely to remain a friend of the R.C.

Invite the above to participate in special RC activities. Maintain a mailing list so that previously participating fireside chatters and powerful people on campus automatically receive the mailings.

Ensure that tour guides are well-briefed on the highlights and benefits of the R.C.

Help the director of admissions to derive full benefit of the R.C.. It sells well to prospective students (or at least to their parents) and so it should be highlighted in admissions publications and in presentations by admissions officers at high schools and on campus.

Where possible, solicit student demonstrations of support--via petitions or in the student newspaper.

Help the development office to understand that the R.C. can be used to build institutional pride among alumni and friends.

Children of faculty and administration receive priority for residential colleges.

EXPLORING A CASE HISTORY: JAMES MADISON COLLEGE OF MICHIGAN STATE UNIVERSITY AT 25 YEARS

Kenneth Waltzer

James Madison College is a residential college at Michigan State University specializing in liberal undergraduate education in the social sciences and public affairs. The College was founded at the same time as many other residential, or cluster, college experiments at large universities during the 1960s -- one of three such colleges created at Michigan State University during 1965-67. Today, James Madison is in its twenty-fifth year of operation and has established a reputation for educational excellence. It appears secure institutionally. It continues to attract first-rate faculty committed to teaching excellence, to innovate in the creation of interdisciplinary curricula, and has reached an apex in student popularity, with more than 1000 enrolled students and more on waiting lists. Simultaneously, many other residential colleges created during the 1960s have disappeared or declined -- including one of the other two at Michigan State University.

The College's case history is a useful one from which to draw insights concerning critical elements of success and survival among residential colleges. It can also be used to explore the ongoing challenges such institutions confront today.

The creation of residential colleges was part of a broad effort in higher education during the 1960s to counter the size and anonymity of large multiversities, overcome the fragmentation of disciplinary learning, and remedy the neglect of undergraduate education. The idea was to create small, human-sized educating communities in the midst of massive multiversities, to reorganize faculty-student interaction and reintegrate undergraduate learning, and, in the process, to create models of coherent academic purpose and shared community. Subsequently, such colleges grew, declined, or were closed amidst a sharply changed era of retrenchment and cutbacks, beginning in the 1970s, and continuing in the 1990s. In this era, the need for experimentation expanded -- universities became more anonymous, fragmented, and neglectful of undergraduates. However, few new residential colleges were created and those begun earlier fought to maintain support or to sustain their vitality and existence.

What insights are possible based on the story of one such college that grew, survived, and prospered in these years? What issues and challenges continue to shape the present and future of this and other residential colleges?[1]

James Madison College at MSU: Three Snapshots

James Madison College was founded at MSU at the height of the reform response to the problems of the multiversity. Liberal MSU administrators, where student enrollment expanded by 75% from

23,681 to 41,474 1960-1966, approved the creation during 1965-1967 of three residential colleges in the humanities, sciences, and social sciences. James Madison College emerged as the third among these in 1967-68, a small semi-autonomous residentia. college located in Case Hall, with its own academic dean, distinctive mission, and cadre of committed faculty. Most faculty initially came on loan from MSU's disciplinary departments but, in a crucial early decision, were soon replaced by newer, younger faculty, who were specially recruited or attracted to the college. The founding dean and early faculty elaborated a four year curriculum in the social sciences and public policy; newer, younger faculty then breathed life and purpose into it.

In a period of several years, by the mid-1970s, administrators and faculty, working in a cooperative university environment, developed an institution whose distinctive features were clearly apparent. They included a common first year experience for all entering students, several structured interdisciplinary fields of concentration, or majors, a required field experience, and capstone senior seminars. They included also an extensive faculty advising system, opportunities for independent study and special topics courses, and requirements that students complete related study in the disciplinary departments and schools at MSU. The College evolved also in these years as a distinctive academic residential environment with its own ethos. The ethos was marked by high commitments to close

faculty-student relations, extensive writing, liberal education, orderly interdisciplinary exploration, and intensive community.

The College was a good example of the rediscovery of the residential collegiate model of education in large universities in those years.[2] It was not simply a living/learning unit or residential program -- such units lacked faculty or curricula of their own. Nor was it a feeder operation or lower division program -- such units were confined to the first two years only. MSU administrators had initially planned a two year program but the College's first dean had greater ambitions. James Madison developed instead as a semiautonomous college with its own four year residentially-based academic program and its own faculty, College by-laws, and criteria for tenure and promotion. It also developed its own linkages with other programs on campus and field experience opportunities off campus. The College reported directly to the highest MSU administrators, had representatives on university committees, and sustained linkages with other units on campus and constituencies outside the university.

During the mid- and late 1970s and early 1980s, as the political economy of the nation and state and of higher education changed, the College confronted serious challenges. In addition to the normal problems of sustaining vitality in a labor-intensive educational innovation, there was a decline or shortfall in student enrollment in the College in the mid-1970s. This threatened to make the College appear relatively expensive

at MSU, where total enrollment had peaked at 44,887 in the early 1970s. More seriously, the state of Michigan suffered seriously the effects of the oil crisis and related downturn and crisis in the American auto industry; and MSU entered a period of budgetary retrenchment and, ultimately, in 1981, a serious fiscal crisis. During 1979-80, amidst growing budgetary problems, MSU administrators organized a committee to study the incorporation of the College as a school into the College of Social Science. Then, in 1980-81, during a severe budget emergency and following a declaration of fiscal exigency, MSU administrators proposed a massive multi-million dollar budget reduction which aimed to eliminate all residential colleges as well as several other new units, and terminate all residential college faculty.[3]

During these years, Justin Morrill College, MSU's residential college in the humanities, ceased to exist; Lyman Briggs College, the residential college in the sciences, was absorbed as a school into the College of Natural Sciences. Residential colleges at several other Michigan public campuses also closed. James Madison College, however, first hired its own Assistant to the Dean for Admissions in the mid-1970s, who worked cooperatively with MSU's Office of Admissions and Scholarships to turn enrollment around. Student enrollment grew by 90% 1975-1980, from 468 to 890 students. Students in these years also included many highly talented individuals, who competed successfully for prestigious fellowships and scholarships. Second, James Madison politically weathered the fiscal crisis and the successive

efforts aimed at reorganization and retrenchment. The College emerged unscathed as a semiautonomous, four year college -- although faculty were scarred by the experience. The study committee in 1979-1980 recommended continued college status; the Board of Trustees in 1980-1981, after heavy lobbying by the College's friends, opposed MSU administrators' proposal. Soon after, the National Endowment for the Humanities provided the College with a grant for excellence in undergraduate education.

During the mid- and late 1980s and early 1990s, the College came to be regarded as one of the "jewels in the crown" of the university by new MSU administrators. The College continued to expand in size and reputation, to produce significant numbers of prestigious fellowship and scholarship winners (three Rhodes, two Marshalls, and five Trumans to date), and to win the attention of admissions officers in leading graduate and professional (e.g., public policy and law school) programs. Several College faculty were honored with MSU Teacher-Scholar Awards and, more recently, with State of Michigan Teaching Excellence Awards. In this context, MSU administrators supported placement of a ceiling on student enrollments when they threatened to swamp a residential college in the mid-1980s. MSU administrators also approved a salary augmentation program which pumped extra dollars into the College over three years in the late 1980s. They funded modest efforts to expand the size of the College's limited faculty, contributed to physical and technological refurbishment in the College, and proclaimed strong

support for liberal education and the residential college idea. Amidst a campaign to refocus, revision, and rebalance the university, the College was treated as one of four core colleges at MSU, to which funds were modestly reallocated from other units.

James Madison College continues today as a place of special excellence in undergraduate education, filling a niche as a land grant ivy at public tuition. The College maintains no special admissions standards apart from the university. It is open to all students who apply and are admitted to MSU early enough to get into the College's available spaces. The College continues to attract talented teacher-scholars who are highly committed to undergraduate education. It also continues to educate students who win prestigious awards, gain acceptance to leading programs, and -- not surprisingly, given the curriculum -- seek actively to participate in the public life of the state and nation. However, success and survival have brought additional problems and challenges the College must confront along with old and persisting ones.

The College's reversal of the shortfall in student enrollment in the late 1970s led in the mid-1980s to an excess of student enrollment. MSU administrators permitted the College to institute an enrollment management plan at 1000 but faculty positions in James Madison were not expanded. Class sizes, faculty advising loads, and other faculty burdens have hence increased. At the same time, faculty-student interaction in and

outside classes and the sense of participatory community in the College have diminished. James Madison actually runs in the black year to year, producing a net return on the difference between tuition dollars generated and general fund dollars allocated by the university for operations. The student/faculty ratio in the College is the largest among all colleges at MSU and is greater than fifty to one.

Changes in the composition of the student body and in student culture and aspirations have also posed new challenges. The College confronts declining out-of-state enrollment, which brought many talented students in the past. It also confronts rising issues of minority student recruitment and retention. Spuds McKenzie and fraternity/sorority cultures coexist uneasily with the faculty's strong commitment to academic culture in the College. Student vocationalism shapes student involvement or noninvolvement in a liberal arts program.

Finally, amidst the high burdens, faculty turnover has increased somewhat, faculty burnout is a growing danger, and faculty fragmentation of purpose and privatism have expanded. A residential college like James Madison runs on faculty consensus and commitment to the collegium. Some veteran faculty, for self-preservation or stage of life reasons, have withdrawn modestly or sought other outlets for their talents. Many newer faculty, including many who did not share in the drama of success and survival, as well as many veterans, seek reasonably to have

greater time and support for scholarship and professional development. The College must find new means to support faculty desires and give ownership to newer, younger faculty while sustaining its special mission. The College must do so as MSU heads in the mid-1990s into a renewed period of budgetary retrenchment and fiscal crisis.

Critical Elements of Success and Survival

What contributed to success and survival in the 1970s-1980s? My sense of the interactive factors at play that helped shape the fate of many residential colleges in these years includes the nature of university administrative support and contact, the kinds of academic programs residential college faculty built, the student enrollment histories of the colleges, and the ability of such colleges to mobilize the loyalties of important constituencies on and off campus. Residential colleges which had been built during a period of expansion were seen increasingly as competitors by other colleges and disciplinary departments during a period of slowed growth or contraction. Loss of central administrative support or changes in central administrators without alternative sources of support left many such colleges highly vulnerable.

Residential colleges that were highly experimental, especially those with expressive educational or "write-your-own" programs, risked being viewed as "soft," touchy-feely, or

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overoptioned. The real or perceived lack of intellectual substance and structure in such programs left these units vulnerable. Residential colleges that failed to attract new students or sustain student numbers, which couldn't make the transition to a new era of student vocationalism which began in the mid-1970s, also risked being seen as expensive and expendable. Finally, residential colleges that lacked their own faculty or could not sustain faculty loyalties or win respect by other faculty or potent constituencies were at high risk. Colleges viewed as intellectually soft, with low enrollments, and without political support were most vulnerable of all.

James Madison College barely escaped reorganization, but several factors were critical -- and they are instructive. The College, as a semiautonomous college, with its own dean, mission, curriculum, and budget, reported directly to the highest MSU administrators and was able to make its case directly, without intermediaries, until the crisis. The College was indeed then seen as a drain on scarce resources by several competing colleges, but the College was never alone or isolated -- its faculty, curriculum, and program linked it with other faculty and units on campus and with constituencies off campus. James Madison students were seen as a "leaven" in classes by many faculty in other units. Some faculty children were enrolled in the College. The College was able to mobilize support from many faculty in the disciplinary departments and also from field experience sponsors, who knew our students well. The College was also able to

mobilize important support from key state elites in government, business, and labor, several of whom had children in the College, as well as from its active alumni, who pressed the MSU Board of Trustees to oppose MSU administrators.

College faculty had also built a substantial, structured curriculum and achieved a reputation for academic excellence. Faculty were recruited from strong graduate programs and were particularly talented undergraduate teachers. A significant number of students had won prestigious awards, achieved successful admission to top graduate and professional schools, or gone on to state government. The College had also continued, despite the brief problem in the mid-1970s, to attract large numbers of students -- including high flyer types, who otherwise would not have attended MSU. Many students were highly committed to the College and not bashful about sitting in at the President's Office. Finally, the College had its own faculty with high elan, who were strongly committed to the College and had played a significant role in constructing it. Many still consider participation in building the College the major accomplishment of their professional lives.

There are insights here about success and survival for residential colleges. Residential colleges, if at all possible, should be institutionally semiautonomous, with their own deans, faculty and budgets, and able to make their own cases directly to central administrators. They should also never stand alone or

isolated but should be linked in creative ways with other campus departments and constituencies off campus. Such colleges ought to have their own committed faculty, with distinctive standards for tenure and promotion related to their missions, and their own structured curricula. They should strive for intellectual excellence and never substitute expressive community for the key goal of achieving academic excellence in undergraduate education.

Successful residential colleges must also market themselves to recruit students and should then intensively educate them and win their commitments and loyalties. They should be attentive to but not slavish to changing student culture in so doing. Such colleges also must attend to the needs of faculty, providing to newer cadres of faculty new opportunities to help rebuild and reconceive the unit so they may recreate something of the high elan and commitment of earlier faculty. Without committed faculty, residential colleges may continue to exist but they cannot be successful.

Continuing Challenges

James Madison College, like other such units, continues to confront challenges in the 1990s. These include the College's size and imbalance of student enrollment with faculty resources. These include also the need to strike new balances between teaching and scholarship, reorient the curriculum in a changing world, and respond to shifts in student composition and culture

and revitalize the community. The greatest challenge of all involves the looming initiation of a "transformational" period at MSU with a promised new wave of program cuts and eliminations, consolidations, and efforts at increased productivity. The College has reason to believe its institutional existence is assured but will enter the period stretched to the limits, with minimal flexibility or resources to make cuts or enhance productivity.

Success and growing reputation have brought high student interest in the College and high enrollments. Demand for spaces exceeds the supply. Class sizes and faculty teaching/advising burdens have increased. Faculty members desire increased relief from the magnitude of these burdens at the same time MSU has an interested in sustaining them. Faculty continue highly committed to the College's distinctive mission but express growing dissensus about how it should be achieved. Above all, the political economy of the state and of higher education compels new efforts at institutional redefinition. Like many other universities, MSU will inaugurate a period of "revisioning" its central purposes and will trim units 10-15% over 3-5 years. James Madison College is currently recognized as an important part of the vision of what a transformed MSU will include. But high student numbers, high faculty burdens, and scarce resources suggest that addressing the next period will be a new task combining new and old challenges and calling for novel initiatives beyond those of the past.

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1. See Jerry Gaff, ed., The Cluster College (San Francisco, 1970); Gerald Grant and David Riesman, The Perpetual Dream (Chicago, 1978); and Richard M. Jones and Barbara Leigh Smith, eds., Against the Current: Reform and Experimentation in Higher Education (Cambridge, 1984).

2. Gaff, ed., The Cluster College, estimated that some 40-50 initiatives were begun at more than a score of campuses, creating semiautonomous subcolleges called residential colleges, living/learning centers, or inner colleges.

3. An initial version targeted James Madison for closing and most faculty for termination. A subsequent version, considered by the MSU Board of Trustees, sought to fold the College into the College of Social Science. Neither was successful.

STUDENTS AFFAIRS IN JAMES MADISON COLLEGE

Dixie Platt

INTRODUCTION: It is impossible to think about student affairs in James Madison College without also thinking about "community". Community is a most important concept, and one that does not occur alone, although there may be institutional structures which help. For example, in James Madison there are certainly institutional aspects which foster community including a freshman year during which all students take two required, small classes located in the residence hall; academic advisement done primarily by faculty; and direct admission to the College rather than to the Undergraduate University Division (a two year holding place) which is the usual path for MSU undergraduates. Besides institutional structures, Madison's concept of community also requires faculty dedication to a common mission. It is this sense of community in James Madison which integrates the curriculum, the student body, the staff and faculty and the residence hall.

WHO ARE THE MADISON STUDENTS?: The attached chart shows total enrollments for James Madison College for the six specified years; it also shows the percentage of the Case Hall residents which are Madison students, the numbers of students who transfer into the College from within the University and from other two and four year institutions, and the numbers of students transferring out (the attrition rate). There are also comparisons between the College and Michigan State University in the categories of in state/out of state, percentage of minorities, and male/female numbers.

A few important generalizations can be made about the patterns of enrollment in James Madison.

First, it is noteworthy that the attrition rate has been reduced from a high of 22.4% in the early years to only 5.1% today. Second, there has been a decrease in the out of state enrollment as tuition has increased for out of state students. Third, Madison consistently lags behind the University with numbers of minorities, although its own numbers have increased over time.

RECRUITING JAMES MADISON STUDENTS: In 1975-76 when the College was at an all time enrollment ebb, the Dean hired two Management Consultants to help determine the cause of the lack of interest in the College by students. Based on their recommendations, James Madison hired its own student recruiter, changed its image in its written material, and revised its method of recruiting. With these changed recruiting strategies, enrollments increased and attrition decreased. So successful were these changes that the College became and is still in heavy demand. In 1985 an enrollment management plan was put in place to cap total enrollment at 1000. Subsequently, this has meant an entering class of 250 students with 35 transfer students from other institutions also accepted. In addition, space permitting, a small number of MSU students are able to change majors into the College. Nevertheless, most faculty feel the student body is too large.

To achieve diversity in the entering class, a complicated wait list system is used. In order to yield an entering class of 250, approximately 400+ students must be admitted, since many admitted

students will not actually enroll. Special preference is given to minority and honors students. Admission to James Madison is generally closed by early December, but these two groups of students continue to be admitted up to a total population of 400+.

ACADEMIC ADVISING: Advising in James Madison College is done primarily by the faculty and Dean's staff. There is, however, one academic advising specialist who serves as a "back up" adviser. First year students are advised by the Writing Program faculty and the Dean's staff. When students choose a Field of Concentration (major) at the end of their first year, they are assigned a new faculty adviser teaching in their chosen field. This step is usually the start of a long relationship. Training faculty to be advisers is personalized and conducted by the Director of Academic and Student Affairs. It begins for new faculty at an orientation meeting and is followed by meetings before each advising period. To assist all faculty, there is an Advising Manual which must be continually updated.

THE RESIDENTIAL LIFE IN CASE HALL: Case Hall, the home of James Madison College, holds approximately 975 students. It has already been seen that approximately half of this population is Madison students. All first year James Madison College students are required to live in the Hall, but after that, they may choose to move off campus (they tend to live with other MC students when they do this) or in another hall. Case Hall is staffed by professional Residence Life persons -- a Resident Hall Director, 4 Graduate Advisers, and 24 Undergraduate Resident Advisers, many of

whom are MC students. The Director of Academic and Student Affairs of James Madison meets regularly (every other week) with the Resident Director; a dinner with the graduate staff, at the start of each year, provides an opportunity for their introduction to the College and the distribution of relevant literature. At the dinner, College staff provides valuable information about the particular stresses some Madison students experience. This initial contact with the graduate staff is very useful because the graduate staff is not well integrated into the life of the College.

Each year begins with a Parent Coffee hosted by the Dean and the College faculty and ends with a reception for graduates and their friends and families. During the year, the College provides various programs which enhance the classroom learning, e.g. films, panels, guest speakers and some theatre programs. These are often "tied" to the four majors, but in the early years of the College, there were coffee hours between students and faculty, representatives from VISTA came to speak, and there were endless talks into the night about draft resistance and drug use and abuse. There were also musical concerts ranging from Gregorian Chants to Baroque Chamber ensembles to contemporary music groups -- all were most usually from MSU's own School of Music. In addition to programs, the Dean's Office publishes a bi monthly BULLETIN which carries notices of honors won by students, scheduling information, job postings and new internships available, and any other important information for the James Madison student body.

SPECIAL DILEMMAS POSED BY A RESIDENTIAL COLLEGE: There are at

least three areas of concern which are a result of the residential setting and the particular ethos of this College. They are:

1) Confidentiality: Because of the setting, and the smallness of the student body, there has been a policy not to employ Madison students in the Student Affairs Office. It has not seemed appropriate to make student records and other business so available to fellow students. While students are used elsewhere in the College, not using them in the Academic and Student Affairs Office for other than "reception" duties poses a hardship to staffing the office.

2) Gossip among Faculty and Staff: Certain students are better known by the community than others. The down side of this is that if faculty, by sharing experiences, unintentionally predestine a level of performance for a student, a wrong is done. The up side, of course, is when a student experiences some personal trauma, then everyone may know and be more supportive.

3) How much should education be personalized: where is the line between doing too much and too little for students? What place do family expectations play? The prevailing focus in James Madison Student Affairs has been that a residential college is a very special place and provides an opportunity to personalize education for students. This policy sometimes takes the form of cutting through the bureaucratic red tape by making calls rather than sending a student around the campus; it may mean passing on job opportunities to students or calling to see if a student is recovering from an illness. It is natural to do many of these

things and yet it is very easy to step across the line where students are not empowered to do things for themselves or a situation is set up where students believe that all of the extras are merely the norm in the wider University. Parents feed into this dilemma, too. Requests from parents include "to see after a daughter" when she underwent knee surgery; parents have called to say a daughter "is having a nervous breakdown" and needs to be looked after; Relatives call about a son or daughter and ask that their messages of concern about grades, expectations, etc. be relayed. What is the College's responsibility to requests like these? These requests would not be the concern of an administrator in a College of 6000. It is a challenge to think about these dilemmas each day as the search for the magic line continues.

JAMES MADISON COLLEGE
Student Affairs Statistics
(Selected Data, 1967-1990)

	1967-68	1970-71	1975-76	1980-81	1985-86	1990-91
MC enrollment	233	572	468	890	1025	1068
Living in Case Hall	20.9%	43.4%	25.7%	39.9%	50.1%	47.4%
Transfer outs	22.4%	20.8%	20.1%	14.7%	11.1%	5.1%
Transfer ins (internal from MSU)		7.9%	8.1%	9.3%	6.5%	4.7%
Transfer ins (external)		1.6%	6.2%	5.5%	4.8%	4.7%
Residence In-State	78.8%	83%	82.7%	87.6%	90.9%	89.9%
Residence Out-of-State	21.2%	17%	17.3%	12.4%	9.1%	10.1%
Sex - Male	49.3%	58.4%	55.8%	53.7%	48.4%	45.4%
Sex - Female	50.7%	41.6%	44.2%	46.3%	51.5%	54.6%
Minorities			6.5%	5.6%	9.0%	9.8%

1967-68 - Founding year
1970-71 - First graduating class
1975-76 - Lowest College enrollment year
1980-81 - Financial exigency declared by MSU and Madison is slated to be abolished
1985-86 - Limited enrollment management plan instituted to deal with heavy student demand
1990-91 - Most recent data available

MICHIGAN STATE UNIVERSITY
(Selected Data, 1967-1990)

	1967-68	1970-71	1975-76	1980-81	1985-86	1990-91
Residence In-State	86.8%	89.9%	89.9%	91.0%	91.0%	90.3%
Residence Out-of-State	13.2%	10.1%	10.1%	9.0%	9.0%	9.7%
Sex - Male	55.2%	54.0%	52.2%	49.6%	49.0%	48.1%
Sex - Female	44.8%	46.0%	47.8%	50.4%	51.0%	51.9%
Minorities		7.3%	7.2%	7.2%	9.1%	11.8%

MATURE COLLEGE SYSTEMS: NORTHWESTERN

Kristie DiGregorio

PHILOSOPHY AND GOALS

Northwestern's residential colleges were established in 1971 to create a "community of scholars" in response to two long-standing problems: 1) the loss of a sense of community among members of a growing student body, and 2) the chasm that existed between faculty (whose primary obligation was research) and students. The overarching goals that have been realized, though not perfected, include: extending the learning environment from the classroom to extracurricular life, nurturing better relations between students and faculty, and providing relatively small communities where students can have a small liberal arts experience within a university (this includes the opportunity to take small classes).

HISTORICAL DEVELOPMENT

The enclosed handout details the historical development of the residential college system at Northwestern. Some of the colleges were established by administrative edict, for example the International Studies Residential College, the Communications Residential College, and the Jones Fine and Performing Arts Residential College, all established in the early eighties. Other colleges were cultivated from the grass roots, including the Women's Residential College.

With the establishment of our newest college, we seem to have perfected the science of developing a new college. When a new student residence was being built on campus, a subcommittee of students and faculty analyzed campus-wide interest in a new residential college. Their recommendation was quite radical -- that an existing college, the College of Commerce and Industry, be transplanted to the new, larger building and that a new college for public affairs be established in the old building that had served as a successful "incubator" for the College of Commerce and Industry. Once the proposal was approved, a carefully stratified planning committee was commissioned that consisted of students, faculty, and administrators from all areas of the university. This committee dealt with issues such as the mission statement, the constitution and officer structure, recruitment and even a network of the committee members' professional contacts on and off campus.

The new college has been a tremendous success -- at the time of the living/learning-residential college conference, 45 of students from all over Northwestern were on an alternative spring break organized by the Public Affairs Residential College. Two groups -- one in South Carolina and one in Oklahoma -- were building homes with Habitat for Humanity. Certainly the new college has experienced some growing pains. Whenever you pull people into a new facility who have no experience of each other, it is challenging to create community and a sense

of tradition.

ADMINISTRATIVE STRUCTURE

The enclosed handout also details the dual structure of Northwestern' residential colleges, with one branch grounded in academic affairs and the other in student affairs. This dual or parallel structure is in many ways the single most important factor in the longevity and success of our colleges. We are very fortunate to have very skilled professionals in student affairs who are eager to collaborate on the residential college venture. They are responsible for aspects such as the psychological well-being of the residents and the maintenance of the buildings. The dean and I work most closely with the faculty and our ties to academic affairs are critical to the colleges being able to attract the involvement of faculty. We are fortunate that there exists a great deal of communication between the two branches. At first this was just a factor of personalities. But now there are annual projects, specifically training for the master staff and student officers, where it is essential to pull in the academic and student affairs components of the colleges. Now, the structure is in place for cooperation to continue.

TRIUMPHS

There are a number of aspects of our system of which we are proud. Residential colleges' alumni cite their time in a college as the single most positive experience of their undergraduate career. The colleges are one of the few places where faculty and students from different areas of the university can collaborate and as such they are centers for curricular innovation. For example, the first tutorials offered at Northwestern were in the colleges. Now the colleges and two academic schools provide a number of opportunities for students to experience a tutorial. There has been a great deal of growth in the past two years since the colleges were reviewed as a system. For example, we have added a new college to the system because the administration is convinced the colleges are a good thing. Also, we have increased the representativeness of the college communities. We try to keep upperclass students who move out of the colleges involved through nonresident memberships, we have instituted a graduate associate program, and we are attracting more minority students.

WHAT WE HAVE LEARNED....

There are a number of things we have learned in our twenty-year existence. We have learned that physical locations are vital. The colleges must be separate entities, not wings or floors of a building. The Philosophy and Religion residential college was the only one of the twelve colleges established to close. It had been housed in one section of an enormous building of all single-occupancy rooms that had very little common space. Four of our colleges were built to be residential colleges and in many ways they are ideal because they have special usage rooms, equipment facilities, and plenty of lounges. It is also ideal to have separate dining facilities in the residential colleges to establish a territory for faculty and students.

Good cooperation between the parallel structures is a key to success. It is vital to recognize and appreciate the fact that the colleges often present a particular challenge to student affairs officials.

It is important to provide autonomy, for faculty who need to find their niche in the college and create their role and for students who, when trusted and empowered can accomplish mind-boggling feats. Then it is critical to recognize important contributions. Some ways we do this are through letters from the Provost, and developed training programs for faculty and students which sends the message that they are worth a tremendous investment.

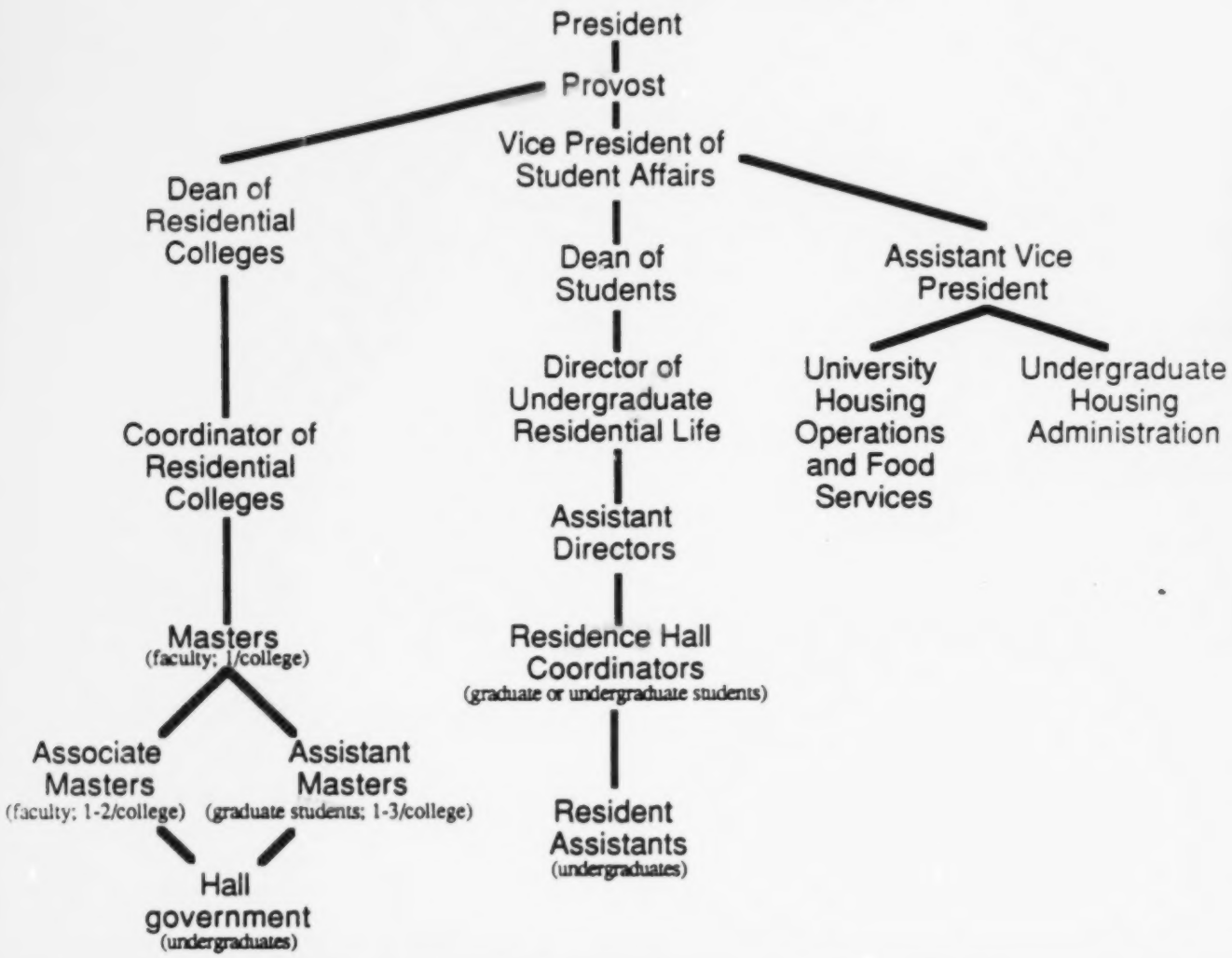
CHALLENGES

Of course we still face a number of challenges. We strive to realize our ideal without sacrificing autonomy. Currently, we are grappling with how to evaluate faculty and the contribution they make to the life of the colleges. We have just embarked on a process of evaluating the colleges individually and on a regular basis to be sure that their constituents are being served.

We hope to enhance our public relations efforts. More members of the Northwestern community need to know and appreciate what's going on in the colleges. We could learn a lot from places such as NMSU that need to look at retention to justify the existence of their programs -- we do not study these aspects in enough depth. We also hope to increase our contact with alums who have lived in the colleges.

Academically, we look forward to enhancing the roles of faculty and graduate associates in the colleges, in academic advising among other things. And we would also like to increase the number of tutorials and other classes being taught in the colleges.

Northwestern University's Residential Colleges 1991-1992:
Celebrating Our 20th Anniversary



Residential Colleges

- coordinate involvement of faculty in colleges
- implement majority of college social, educational, and philanthropic programming
- oversee social and academic programming budgets
- train master staff and student officers
- coordinate marketing for colleges

Undergraduate Residential Life

- supplement and provide support for colleges' programming
- primary resources for residents' psychological welfare
- liaison between colleges & housing operations and food services, undergraduate housing administration
- train hall staff and student officers

Housing Operations and Food Services

coordinate:

- dining services, including res. college dining rooms
- housekeeping
- maintenance
- repairs
- major renovations

Housing Administration

coordinate:

- housing lottery
- billing
- room changes

Northwestern University's Residential Colleges

Residential College	Established	Residents
Lindgren Residential College of Science and Engineering	1971	36
Residential College of Cultural and Community Studies	1972	38
Shepard Residential College (Multi-thematic)	1972	189
Willard Residential College (Multi-thematic)	1972	300
Women's Residential College	1976	49
Humanities Residential College	1979	80
International Studies Residential College	1981	103
Communications Residential College	1982	107
Jones Fine and Performing Arts Residential College	1982	118
Residential College of Commerce and Industry	1984	163
Public Affairs Residential College	1991	112

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UNIT ONE LIVING/LEARNING CENTER TOWARD BECOMING "MATURE"

Howard K. Schein

The main factors that contributed to Unit One's growth and stabilization are the following:

1-a flexible structure that allows the program to change its components, staffing, and direction relatively quickly in relation to how long these changes normally take within the University;

2-a loyal student body who see the program as an important component of their education (with this loyalty having implications in parental, faculty, administrative, and legislative support);

3-a commitment by key administrators;

4-consistently high application level accompanied by consistently high student evaluations of satisfaction;

5-absence of evaluative criteria that depend on differential grade-points or retention (both in the University and in the Residence Hall) between Unit One students and overall University student data.

A description of Unit One's history points to the features of its growth and development that resulted in the present state of affairs:

1-created in 1972 by the chancellor on the recommendation of a committee investigating how to increase undergraduate involvement in university academic life (RED FLAG: no clear mandate and no consequent basis for evaluation);

2-originally sponsored by the College of Liberal Arts and Sciences with a secondary sponsorship by the Housing Division (RED FLAG: unclear administrative lines of support with absence of administrative equality of sponsors; sponsorship by a college (rather than by the central administration) leaves program open to budgetary problems of the college);

3-program administered by director, appointed through college, with no strong attachment to faculty (RED FLAG: absence of formal faculty input critical) or to Housing Division (RED FLAG: faculty behave differently than Housing Division personnel leaving much room for conflict on policy issues involved with having an academic unit in a residence hall).

4-academic portion of program based on "alternative" models of education (e.g., independent study with selected faculty, elective seminars, and a limited number of regular courses.) Most instructors not regular faculty (RED FLAG: instruction by adjunct faculty is suspect by regular faculty.)

5-program hailed as a great success by students (who like the freedom of choice it gives them) and by faculty who buy into the model.

6-seven years into this model of operation, the College of Liberal Arts and Sciences terminated the program. The College maintained that the program did not meet the College's academic standards. Others maintained that the College was in financial trouble and was terminating the program to recoup the funds. Students successfully rallied support of upper level administrators to maintain funding. This process occurred three years in a row. Finally, the program was transferred from the College to the Office of the Vice Chancellor for Academic Affairs with equal cosponsorship from the Office of the Vice Chancellor for Student Affairs (through the Housing Division). The program was given three years to meet a set of standards. An oversight committee of tenured faculty, representing all of the University's colleges, was appointed.

7-changes resulting in present program: all courses are taught through campus departments, are constructed according to departmental guidelines, and have instructors appointed through these departments. An eclectic model of course offerings is maintained to serve the primarily freshman/sophomore students who are demographically similar to the at-large University undergraduate population. Assignment to the program is via an application processes through a Housing Division procedure. Applications exceed openings. Non-credit programs are overseen by the faculty committee who usually defer to the director but who do make suggestions. As much as possible, decisions regarding non-credit activities are left to students. Academic support services are also available (tutoring, advising), the food is good, the computer site is big and available 24 hours/day, a non-credit music lesson program attracts 75 students/semester, and the hall is being renovated this coming summer.

8-Overriding features: high levels of student interaction in courses, faculty involvement with students in and outside of the classroom (faculty-in-residence, faculty fellows, Unit One Teaching Fellows), high levels of student input to programming. High levels of student and faculty concurrence that the interactive model of undergraduate education is being successfully utilized in Unit One.

9-In all evaluations, the most often-mentioned reason for student satisfaction is the strong community spirit in the hall as evidenced by the strong interactive nature between students, between students and staff, and between students and faculty.

RICE UNIVERSITY: THE COLLEGE SYSTEM

Ronald F. Stebbings

The College system at Rice has been in effect for thirty-five years or so and is regarded as central to the Rice experience. Every undergraduate is assigned to one of the eight Residential Colleges all of which are co-educational, each housing approximately 200 students with another 100 or so off campus. Assignments to the Colleges are random with the result that each has the same cross section of the undergraduate population and thus reflects the academic, geographic, and cultural diversity of the entire student body.

Each College has a faculty Master who lives with his or her spouse in a house immediately adjacent to the College for a five-year term. The Master normally receives a slightly reduced teaching load but otherwise is expected to carry out all faculty responsibilities. Each College also has two resident Associates who live in apartments within the College. Twenty members of the faculty serve as non resident Associates of the College. The Associates are chosen by the Master and members of the College to represent a wide range of academic disciplines. Members of staff may also serve as University Associates while those with no formal Rice connection may serve as Community Associates. The Master has overall responsibility for the operation of the College but to a very large extent the students manage the day-to-day affairs. Each College has its elected student government, judicial court, and social coordinators who oversee a wide range of activities and events that include intramural sports, speaker and film series, plays, service projects and so forth. The Colleges thus serve not only as halls of residence but also as primary centers for studying, recreation and developing leadership skills.

Each College has its own Commons. Students may eat in any of the eight Commons but normally dine within their own College. Breakfast and lunch are cafeteria style but evening meals are typically served family style. The Master's family takes most of its meals in the Commons while the Associates are heavily represented at lunch; less so at dinner. This facilitates the ready, every day social interaction between faculty and students necessary to ensure that any student having a question regarding curriculum requirements, coursework or indeed any topic of concern can have ready access to a faculty member.

Most students and alumni assert unhesitatingly that the College system at Rice is second in importance only to the Rice degree.

THE COLLEGIATE STRUCTURE OF THE UNIVERSITY OF KENT AT CANTERBURY

Frank Burnet

The Founding of the University

The University of Kent at Canterbury was founded as part of the expansion of British Higher Education that took place in the mid-1960s. The aim of the expansion programme was " to provide a place in Higher Education for all who had the necessary intellectual competence, motivation and maturity to benefit from HE and who wished to do so". Kent was one of six "New Universities" built on 200 acre green field sites.
Canterbury was chosen as one of these sites both because it was an historic Cathedral City and home of the Church of England and because there was no pre-existing Higher Education institution in Kent.

What kind of University was it decided to create?

Two interlocking themes, the first was deliberate erosion of the traditional boundaries between academic disciplines and the second was that the University should be collegiate, with each College being "a microcosm of the whole University"

What should Colleges look like?

After extended skirmishes with architects who tried to persuade the founding Vice-Chancellor to realise his collegiate vision within buildings that could be used flexibly. (One later remarked: "No-one had been given a brief like that since the Middle Ages"). A young man called Anthony Wade who had studied under Louis Kahn at the University of Pennsylvania [the designer of Bryn Mawr College] came up with a design based on four squares attached at their corners. The main objective was to bring about as high an extent as possible of integration of social, residential and academic space.

What kind of Academic organisation was adopted?

The Founding Deans and Masters were recruited from collegiate systems at Durham, Cambridge and Oxford. The final College structure had two features similar to those of Oxbridge, a tutorial system and an emphasis on the importance of eating together for creating a family identity.

However, unlike Oxbridge, the Colleges were given no role in the admissions process or the organisation of teaching and crucially were not made financially independent of the University.

Evaluation after 25 years

How successful has the College system been?

Positive Outcomes

1. Market Share

   Kent has proved popular with applicants, in fact it is second in the applicants per place league table. It is also second only to London University in terms of percents of full-time overseas and year abroad students.

2. Promotion of Inter/Multi-disciplinarity.

   Certainly in some Faculties, eg Humanities, where approx 250 subject combinations are possible within that Faculty alone. The longest degree title last year was Classical Civilisation and Theology & Religious Studies with Comparative Literary Studies.

3. Staff Loyalty

   Many academic staff of high calibre were originally attracted to Kent by its College credo. [like its founding Deans and Masters]. Continues to be attractive to many staff because it insulates them from being treated as a group of subject specialists under the direction of powerful Professors. Recent example of this loyalty has been the strong resistance put up by teachers of Languages to moving out of their College into a custom built Language Building.

   A Professor recently remarked "I'd say that members of the same Board of Studies remain on pretty good terms after 15 years or so largely because they're not thrust under one another's noses all the time"

   Also Colleges enjoy high levels of loyalty [and consequently low levels of industrial unrest] because of the positive attitudes of ancillary staff to "their" College.

Negative Outcomes

1. Fragmentation of Subjects

   Pressure has mounted to allow Boards of Study to concentrate in particular Colleges. The major reasons are firstly to increase cohesion of subject groups and secondly to provide a more supportive infrastructure for research and post-graduate students. This has been permitted for small subject Boards. But the Masters are of the unanimous view that concentration of larger Boards would imbalance the mix of disciplines represented within Junior and Senior Common Rooms.

2. Running Costs.

Maintaining four Dining Halls, Shops, Bars, Laundries etc is expensive and the Colleges have experienced a series of funding crises that have led to reductions in services. Also led to changes in the management of the Colleges. Bursars [local managers of services] were abolished and a central management structure established.

Means increased executive responsibility for Master and a rather uneasy relationship with an increasingly centralised administration [or Kremlin, as it is sometimes described]

3. Expansion Costs.

Each College was originally planned to have no more than 600 Junior members and to operate as an extended family. Further expansion of student numbers being achieved by building more Colleges [ten were originally planned]. However, numbers have now more than doubled and building extra Colleges is seen an unrealistically expensive option in the prevailing financial climate.

PLANS FOR THE FUTURE

Mission: to reinvigorate Rutherford by giving it a strong identity and purpose.

Plan: to create a specialist role for Rutherford in providing moral and logistical support for the increasing numbers of mature and part-time students who it is planned to attract into the University by creating more flexible degree programmes facilitated by US style Credit Accumulation and Transfer.

What can a Collegiate structure offer mature and part-time students?

On the experience of Ruskin College, Oxford and Birkbeck College, London, a great deal.

Main need is for a supportive environment that encourages individuals to build up their personal confidence.This can be achieved by using the College to concentrate full and part-time staff with expertise in working with mature students. Also by providing a base for liaison with teachers involved in the preparation of adults for HE.[eg Local teachers in Further Education Colleges, Local tutors for the Open University etc]

Learning facilities that enable students to work at their own pace and fill gaps in their knowledge are also vital and can be created by providing well equipped study spaces and a resource/Library facility specialising in providing self-paced learning tapes/videos/texts. In addition there is a need for workshop facilities that are known to benefit non-traditional students in such subjects as Maths.

Finally, there is a need to enable students to socialise with staff and their peers. This can be achieved by creating study/social areas containing limited office facilities [photocopier, telephone] and quiet rooms designed for private study and discussion. Ideally this area should also incorporate a vending or servery facility that is available in the evenings.

SUMMARY

Combination of the Canterbury location and Colleges has created an Institution whose ambience is attractive to students. The Challenge is to adapt this model to meet the need for mass Higher Education in the UK whilst preserving its distinctive characteristics and strengths.

HOW TO START A RESIDENTIAL COLLEGE

Martin Nemko

STEP 1. KNOW THE KEY ASPECTS OF A RESIDENTIAL COLLEGE (RC)

Know that the defining characteristic of an RC is that it is a residence hall that breaks down the walls between the learning and living environment. It is more facilitative of student's intellectual, social, emotional, and ethical development than is the typical residence hall. The following attributes enhance an R.C.'s effectiveness:

A. A small number of students, e.g., 100.
B. Faculty in residence, or at least office hours in the R.C.
C. As often as possible, dining together, with resident and non-resident faculty typically in attendance.
D. Classes in the R.C., especially thematically-tied and/or interdisciplinary courses (these courses should meet general education requirements). At the University of Washington, 1000 students take a content course, linked with a writing-intensive course. A more comprehensive alternative is to require all R.C. students to take a mini-core like that at the University of California, Santa Cruz or join a Federated Learning Community, a concept originated at the State University of New York at Stony Brook. In the latter, 30-40 students co-register and travel as a small group within three larger courses tied by an overarching theme. A master learner (perhaps a professor or outstanding high school teacher on sabbatical, or a graduate student) also takes each class and then leads a weekly seminar which integrates the three courses. The most comprehensive model of all is that used at The Evergreen State College. All students take one "Program" per quarter, which constitutes a full-time course load. Each "Program is an interdisciplinary team taught effort.

NOTE: To ensure that students can locate RC courses easily, courses should receive departmental rather than "Interdisciplinary" course label; e.g., ENGLISH 232 rather than IDS 232.

E. Many RC-based co-curricular activities; e.g., weekly colloquium, student presentations, films, guest speakers (Sugar-coated academic talks work well), debates, discussion groups.
F. RC students faculty required to attend a specified number of cultural events chosen from a list approved by faculty and rank-ordered by students.
G. R.C.-based faculty, professional and/or peer advising.
H: Program length of 2-4 years.
I. Alumni activities; e.g., group activities before and after graduation, a newsletter, alumni group.

STEP 2: HAVE A COMMITTEE STUDY THE ISSUE

Describe the above elements of an RC and its benefits (e.g., retention, promotes active learning and curricular coherence, assists in recruitment, good PR for the institution, improvement of campus culture) to faculty and administration: via faculty senate, dean's council, in-house publications, etc. Make clear that you're merely reporting what you learned at a conference, and that the task of deciding if an RC is appropriate for the institution and what form it should take must be decided by a broad representation of faculty, administration, staff, and students.

Solicit volunteers for a committee to study the issue. The committee should include at least one person from all important constituencies: for example, the president's and vice-president's staffs, deans (esp. Arts & Sciences), residence life, student affairs, institutional research, admissions, external grants, alumni association, and the foundation.

STEP 3: DECIDE WHETHER TO HAVE AN RC AND IF SO, WHAT COMPONENTS SHOULD I HAVE?

(An outside consultant may be useful in this step.)

The committee attempts to develop a model for an RC that is suitable for the institution. Then, the committee members go back to their constituencies (e.g., a V.P. to her deans, a housing director to his staff) for input and then support, ideological and financial.

The representative of each involved unit (e.g., academic affairs, registrar) writes a plan for implementing its part of the program. Next, all parties meet to provide feedback on each piece of the plan, and then to meld the pieces into a cohesive whole.

The R.C. project should be under the aegis of a powerful office: e.g., VP for academic affairs rather than student affairs. The R.C. should be represented on all important university committees to ensure that it receives the recognition and funding it deserves.

STEP 4: DEVELOP A METHODOLOGY FOR EVALUATING THE R.C. For the first year or two, the program should focus on formative evaluation; that is, how might the program be improved? Later evaluations can be summative; that is, what effects did the program have on its participants and others?

STEP 5: IF NEEDED, SOLICIT OUTSIDE FUNDING

STEP 6: IN ADVANCE, DEVELOP REFUNDING PLAN, contingent on success of the first year's efforts.

THE FRESHMAN LEARNING COMMUNITY PROJECT

Jerry A. Stark

Project Overview

The Freshman Learning Community (FLC) Project at the University of Wisconsin Oshkosh, was funded by a three-year grant from FIPSE with matching and supporting funds from the Department of Residence Life at the University of Wisconsin Oshkosh, the University of Wisconsin Oshkosh, and the University of Wisconsin System.

The FLC incorporated the following elements: (1) integrated mini-core curriculum of general education courses for freshman students, (3) a residential academic community, (3) a weekly topical Colloquium, (4) student and faculty participation at cultural events on campus, and (5) an integrated evaluation design which incorporated both quantitative and qualitative data.

The project has been continued as the University Learning Communities Project, a program which builds upon and extends the FLC project.

Purpose of the FLC Project

The FLC project was designed with the general aim of improving the experience of learning and teaching in the liberal arts for freshman students, as well as for faculty. In addition to that general aim, the FLC incorporated the following goals and subgoals.

I. **Promote a culture of academic success**
   - A. Emphasize academic challenges
   - B. Emphasize academic skills, especially writing
   - C. Emphasize active engagement in learning
   - D. Emphasize involvement in the university at large
   - E. Enhance student retention

II **Promote interdisciplinary learning**
   - F. Emphasize connections between subjects
   - G. Expose students to issue-oriented topics from a variety of perspectives.
   - H. Incorporate an interdisciplinary Colloquium into the curriculum of the FLC

III **Promote a more comprehensive view of the relationships between the curriculum and the extracurriculum**
   - I. Increase faculty-student contact
   - J. Increase student involvement in extra-curricular cultural activities
   - K. Reduce the "distance" between the student residential experiences and the curriculum.
   - L. Incorporate cultural activity into the curriculum

IV **Promote interdisciplinary cooperation among faculty**
   - M. Emphasize collaboration on course development
   - N. Emphasize collaboration on Colloquium development
   - O. Emphasize participation with students and faculty in extracurricular activities
   - P. Emphasize cooperation in assessing and resolving student problems
   - Q. Emphasize mutual assessment and improvement of teaching strategies.

V. **Create an opportunity for flexible innovation**
   - R. Emphasize emergent rather than rigidly preplanned program strategies
   - S. Emphasize an experimental attitude toward teaching and learning
   - T. Emphasize continuous reassessment of teaching and program activities among students and faculty

VI **Promote student involvement in education**
   - U. Emphasize student participation in determining cultural activities in the FLC
   - V. Emphasize student participation in developing Colloquium topics and presentations
   - W. Emphasize active learning and challenging cooperative learning strategies in the classroom; de-emphasize lecture teaching.

VII **Provide for comprehensive evaluation of the project.**
   - Y. Focus upon both quantitative and qualitative social research for purposes of program assessment.
   - Z. Provide for continuous follow-up research on FLC students and their control groups.

The results of efforts to achieve these goals are summarized in this report.

Background and Origins

The FLC project emerged out of an extended discussion of a small number of administrators and faculty who had long had concerns about the quality of liberal arts education at the Universityof Wisconsin Oshkosh -- a comprehensive regional university with about 11,500 students, the liberal arts curriculum of which is defined by a set of distributed requirements for general education courses. In this respect, it resembles many similar institutions.

Members of this group of faculty and administrators read and discussed a variety of materials, including a number of examinations of higher education published by various agencies, commissions, and institutions. Also examined and discussed were the mission statements and curricula of a number of private and public colleges and universities.

The basic question which emerged in the course of discussion in this group, called the "skunk works," was how it might be possible to achieve substantial curriculum reform and regeneration without fighting the battles required to change the entire curriculum all at once. The idea of developing a demonstration project which emulated aspects of a private, liberal arts college in the context of a regional university emerged from this inquiry.

Project Description

The Freshman Learning Community Project was a residential, liberal arts program for freshman students at the University of Wisconsin Oshkosh. The first group of students to enroll in the Freshman Learning Community arrived on campus for classes in Fall 1987. The second group of students in this program registered for classes during Fall 1988. The elements of the project were:

1. A small number of freshman students --some 120-- who chose to participate in the project lived together on the same floor of a residence hall on campus -- in this case, the ninth and tenth floors of North Scott Hall. They lived there for two consecutive semesters of their freshman year.

2. These students enrolled in a "cluster" of three general education courses during each of the two semesters of their freshman year. They were assigned to four groups of equal size, and members of each group registered for the same course cluster. Members of each group og thirty students would all be enrolled in the same set of three general education courses in the Freshman Learnng Community.

3. The faculty who taught these "cluster" courses worked together to present their courses in collaborative ways. They met routinely to plan teaching and learning strategies, and to assess the progress of their efforts throughout the semester. Much of the focus of their collaboration was centered upon the FLC Colloquium, a weekly gathering of all FLC participants. The purpose of this Colloquium was to provide a focal point for efforts to integrate broader cultural concerns and topics of discussion into the FLC curriculum.

4. Faculty who volunteered to teach in the project were given partial release time from their normal teaching duties. They spent more time working with one another, spent more time working with students on coursework, and spent more time with students in informal settings outside the classroom. Faculty in the FLC held office hours each week in the residential community in an office designed for this purpose by the Departmetn of Residence Life.

5. The Freshman Learning Community is being evaluated to determine the impact of the project. The evaluation is both comparative and longitudinal, and it will incorporate both quantitative and qualitative information.

The Freshman Learning Community was designed to offer students the benefits of a comprehensive regional university while supporting the development of an academic community,based on a liberal arts college model, for freshman students.

Project Results

Results of the project showed success in promoting more active student involvement in writing, computing, and the use of university cultural resources. Locally developed surveys and the College Student Experiences Questionnaire (CSEQ)[1] revealed a number of significant differences in the reported experiences of FLC students in comparison to the experiences of a non-FLC control group. FLC students worked harder, had more positive attitudes about college experiences, participated more comprehensively in the cultural life of the campus.

During the two years of the FLC project, and in the year immediately folloing it, the FLC students have consistently participated in United Students in Residence Hall (USRH) student governance activities far out of proportion to their number. FLC student and former FLC students are far more likely to attend regularly scheduled USRH meetings and to be elected or appointed to USRH offices in North Scott Hall than are students from any other floor in the same residence hall.

Students in the FLC almost universally expressed positive feelings about the "close community" and "sense of family" which developed among the students in the FLC. On the other hand, it was also quite commen to hear students complain of being "guinea pigs" in a new project, though this was largely (and understandably) limited to the first year of the project.

Over both years, FLC class attendance among these students was consistently excellent -- students clearly encouraged one another to attend classes regularly. These students also formed study groups, made extensive use of resident tutors, felt more confident in

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[1]. The College Student Experiences Questionnaire (CSEQ) was developed by Dr. Robert Pace at the University of California. It is a widely used instrument which elicits: (1) demographic and academic information about the student; (2) responses to a series of highly reliable collegiate involvement scales; and (3) a summary self-assessment of the personal and intellectual gains made by the student as part of their college experience.

approaching their faculty, and used computers to a much greater degree than their non-FLC counterpart, most of whom also lived in a high-rise residence hall.

Qualitative data also indicate high levels of satisfaction on the part of faculty in the project. Faculty in the FLC universally reported very positive attitudes about working closely with colleagues from other disciplines, though they did experience frustration dealing with courses which enrolled freshman students exclusively. The faculty were of one voice in viewing the experience of the FLC as a positive experience for the students. They routinely coordinated advising and assistance efforts which aimed to help individual students who raised concerns or who experienced academic or personal difficulties.

Retention rates to the sophomore year for FLC students who completed the program during 1987-88 and 1988-89 were significantly higher (94% and 100%, respectively) than the University norm (71%). Eighty-eight percent of the students who joined the FLC -- whether they completed both semesters or not -- returned to this campus for the first semester of their sophomore year; for the second year, the corresponding figure was 84%.

Analysis of baseline survey data on high school preparation, family background, and ACT scores revealed no differences between those who participated in the project and other resident freshman. The possibility that positive results are due to program effects cannot be dismissed in light of available data.

The Freshman Learning Community will be continued as the "University Learning Communities Program," which incorporates: (1) a residential academic community for freshman, (2) a modified core curriculum of general education courses over three semesters, (3) a four-weekend community-building orientation program for students and faculty, (4) a for-credit Colloquium, and (5) cultural diversity initiatives.

Ted Hindmarsh

SHINE: Brigham Young University's

On-Campus Living/ Learning Experience

In the early 1980s, a state of near-panic struck Brigham Young University's traditional on-campus housing program. For the first time ever, there were **vacancies** in the residence halls -- and their numbers were rapidly increasing! All eyes focused on those empty rooms, and on the obstinate students who refused to fill them.

The Real Problem

As we sized up the situation, some things came into focus that our former "standing-room only" mentality had not permitted us to see. Demographics and the economy had shifted. Student housing complexes in the community had over-built and were hustling for business -- and, from the students' perspective, we were expensive, had unyielding rules, cramped rooms, too many visitor restrictions, and lack-luster food.

It was plain that our real problem was not those empty rooms, but, **what we were willing to do to fill them.**

Boyer's Concerns

During this same period, Ernest Boyer, speaking for the Carnegie Foundation for the Advancement for Teaching, was articulating their concerns about the quality of the freshman year in general, and the on-campus living experience in particular.

In his book, *College: The Undergraduate Experience in America*, Boyer warned about what he called the "unstructured, often unproductive, sometimes **counterproductive**, activity" in on-campus residence areas. We listened to Boyer and others, and realized that at least one of the things we should be doing to keep our residence halls full, was to make that first year, and subsequent years, of living on-campus much more academically rich and fulfilling.

Our Plan

To shorten a long and laborious story, we improved the food, we eased up on the restrictions, we froze rental rates for the duration of a student's stay, we launched SHINE to connect on-campus housing with the academic programs of the University, and we actively promoted the whole thing.

SHINE, which is the acronym for Student Housing Initiatives in Education, is the variety of in-hall credit courses and academic support programs that invite, and provide the way for, some of the University's finest faculty to journey from their familiar classrooms and offices into the on-campus living areas to teach credit courses, take some of their meals, and associate in other formal and informal ways with on-campus residents.

The Result

Now, in addition to the regular elements of **economy** and **convenience**, BYU positions itself in the student housing market on the **life-style of a successful college student** instead of on the expensive "amenities" of our off-campus competitors which may actually detract from the academic experience -- and the halls are now full.

We still feel an obligation to provide good meals and a clean, comfortable place to sleep, of course, but now we also recognize, and try to capitalize on, the opportunity and responsibility we have to make a significant academic impact on our student residents' lives by helping to make those 70 hours of unaccounted for time each week intellectually stimulating and academically worthwhile.

What is SHINE?

Student Housing Initiatives in Education (SHINE) is BYU's approach to on-campus living/learning. It is the result of our realization that along with our charge to feed and house the students who chose to live with us comes a major responsibility to make a positive impression on their lives relative to the mind-expanding world of higher education.

At BYU, anything that even looks like elitism is avoided, so the notion of exclusive living/learning centers or residential colleges has built-in resistance. So we searched for other ways to enhance academics in the residence halls that would make living/learning available to the largest possible number of residents. Some ways follow:

In-Hall Credit Courses

The most formal of SHINE's offerings are the credit courses which are taught in the residence halls. These are not incidental or ancillary courses -- they're some of the University's best core offerings. They are taught by carefully selected senior faculty who serve, in part, for altruistic reasons; but who also receive a modest honorarium and a meal pass so they can take meals with their SHINE course students, and invite guest lecturers, etc. Sometimes students in the same class are placed in "communities" of adjacent rooms.

The list of SHINE courses currently includes **Biology, Psychology, Shakespeare, Theater and Film, and Religion, and a Developmental Community,** but continually changes according to student needs and faculty availability. Classroom facilities in regulation residence halls are limited, so choosing courses is a selective process.

Academic Support Programs

The University's greatest general education needs are in reading/writing and math. To support the huge undertaking to teach these skills, SHINE provides PhD supervised **Reading/Writing Centers** and **Math Labs** in on-campus living complexes, which are satellites of their respective central campus facilities.

SHINE also features a **Health Enhancement Program** associated with the on-campus living area cafeterias. Although most 18-20 year-olds consider themselves to be indestructible, they still need to understand that wellness is a prerequisite to every aspect of life -- and that is HEP's role.

HEP tags all food items with "Nutrimeters" which dispense nutritional information to students who want to monitor what they eat. HEP counselors teach mini-classes, sponsor fitness and "wellness" activities, and are available for individual consultation.

The HEP team includes a PhD from the Food Science and Nutrition Department; consultants, who are graduate students in Health Promotion; and cafeteria managers.

SHINE also provides **in-hall reading and reference collections,** and **computer study facilities,** all of which are available at no additional charge to all on-campus residents.

Academic/Social Activities

SHINE also sponsors a wide variety of **informal** ways for on-campus residents to get faculty members into their residence halls, such as after-dinner lectures, panel discussions, or inspirational visits.

Organization

SHINE is overseen by a team of eight (5 faculty, 2 SAS administrators, and one student) who validate programs and provide facilities. The SHINE chair (faculty) reports to an academic vice-president.

SHINE extends University academics into the on-campus residence halls, and transforms them from places to just eat, sleep, and socialize into mind-expanding living/learning areas.

CONVERTING THE EMBASSY HOTEL INTO USC'S FIRST RESIDENTIAL COLLEGE

Kristine E. Dillon

In the summer of 1986, the senior administration of the University of Southern California appointed a task force to "develop a form of student housing program statement which would guide the development of future facilities and inform decisions relating to the university's future land acquisitions and site usage planning." The university was faced with a serious housing shortage which had already resulted the prior year in mid-summer rental of off-campus apartments for incoming transfer students. In addressing the assigned charge, it quickly became apparent that a number of the task force members wanted to broaden the scope: "any recommendations about residential facilities must be made within the context of an academically integrated master plan." This intention was further outlined in an early statement drafted by the task force:

> The university exists as a dynamic coalescence of learning and teaching. Participants whose contributions are essential to that fusion must be able to share a comfortable and stimulating environment both on campus and in the surrounding community. Physical realities and institutional values translate quite directly into the quality of academic accomplishment.

Having now established the context at USC for the period preceding the acquisition of the Embassy Hotel, it is probably still not yet obvious why an urban, private, California university would have chosen within the space of eight months to begin conversion of a 73-year old historic monument for student housing! In fact, it may not even be reasonable to assume that this institution, characterized by many as a "commuter" school and as a school dominated in its undergraduate social image by its active Greek-letter organizations, would be seriously contemplating the fostering of residential colleges. The members of the Campus Housing Task Force were, in the early meetings of the group, already drawing comparisons with other institutions which had made such intentional commitments to the quality of the student residential experience was in keeping with two programs already in place at USC. First, USC had implemented two years before a non-resident faculty fellows program with over 100 faculty participants; second, the university had for the past six years been offering living environments for students which featured resident faculty fellows.

Still, why the Embassy? It was, after all, over two miles from campus and unquestionably in need of renovation. Frankly, Embassy would not have been the task force's choice of a first residential college for USC because of its off-campus location. It was, however, an excellent choice as a relatively cost effective way to demonstrate many of the architectural requirements of a residential college, especially since the university was faced with an immediate need for additional space in which to house its students and had no designated land on its campus for new construction, even if the lag time involved in new construction had not been an obvious additional problem.

By way of advantages, Embassy offered the following:

1. substantial amounts of public common area, including meeting rooms, performance space, and office space;

2. appropriate residential configuration affording occupancy ranging from 250 to 350 students (reflecting different single/double room allocation patterns). (There are six residential floors which are arrayed in a U-shape served by elevators and stairs near the middle of the "U," thereby creating smaller communities of residents within the whole);

3. a common dining space where all residents can gather for community meals and programs; and

4. distinctive architecture and features, including a variety in residential floorplans (all with individual baths and, by college standards, spacious square footage).

What about the obstacles and drawbacks of converting a tattered and outmoded facility to the daily demands of college life? The primary issue was the reality of the academic year. The property had to be ready for fall occupancy, following acquisition in April. What follows is only a partial listing of issues to be addressed:

asbestos removal
fire safety modifications
reliability of elevators
standard phone wiring
bathroom storage cabinets
adequate closet space
laundry facilities
mailboxes
desks and chairs in keeping with existing furnishings
renovation of hotel banquet and meeting rooms for study, music practice, exercise and computing

modern security system
cable television wiring
hot water capacity and status of old plumbing

Beyond the physical conversion was the very serious test of institutional readiness and support for the venture. Like most universities, USC has its established bureaucracies and organizational lines of communication. The residential college represented a new structure requiring much more collaboration across traditional academic, student service and businesss affairs departmental lines. Perhaps most indicative of the inherent strength of the residential college concept was the commitment Embassy Residential College elicited from its direct participants from a variety of areas within the university. Our goal was to create a more intentional educational community for students and faculty at USC. In pursuing that end, we have also learned the community of a successful residential college will include the enthusiastic support of facilities workers, security personnel, parking attendants and chefs. The residential college model requires a commitment to the entire community it serves and it engenders that commitment in its creation.

A NATIONAL PERSPECTIVE ON FACULTY INTERACTION PROGRAMS

Dale Tampke

Presentation Goals

The goal of the presentation are fourfold. First, preliminary results of a national survey of college and university residence hall faculty interaction programs will be shared. Second, we will identify goals, special needs, and unique characteristics of programs cited by respondents. Third, the report will include a summary of institutional programs. Finally, we will identify faculty interaction program contacts at responding institutions.

Background and Methodology

The purposes of the study were to describe residential life/housing faculty interaction programs across the country and to attempt to establish a network of professionals with responsibility for coordinating these programs. The research has the support of the Association of College and University Housing Officers - International (ACUHO-I) Research and Information Committee.

The respondents are members listed in the database of ACUHO-I . Each of the 877 member institutions in the United States and Canada received a two-part survey mailed to the chief housing officer (objective and free response sections), with postage paid return envelope. The survey was mailed in November 1991 with a follow-up post card to non-respondents sent in January 1992.

The preliminary results highlight responses from 230 institutions reporting programs. Eleven institutions have reported no faculty interaction program of any kind.

Summary of Objective Section

The respondent group can be summarized as follows:

Enrollment (all figures cited in percentages)

Up to 5000	46.70
5001-10000	14.98
10001-20000	24.23
20001+	14.10

Size of housing operation:

Up to 1000	31.28
1001-5000	56.39
5001+	12.33

Number of tenure track faculty:

Up to 100	27.37
101-500	48.95
501-1000	12.11
1001+	11.59

Residential life budget

Up to $25000	30.58
25001-100000	17.96
100001-500000	19.91
500001-1000000	10.69
1000001+	20.87

Size of residential life professional staff

Up to 10	67.12
11-20	21.00
21-40	9.14
41+	2.74

The objective portion of the survey focused on various specific programs and characteristics of faculty interaction programming efforts as a whole. The tables below show the percentages of institutions responding to each item. Percentages are greater than 100 because institutions could cite more than one response for each question.

Programs

Live-in faculty	20.7
Faculty Fellows	27.1
Faculty interaction committee	14.8
Free faculty meals with students	39.9
One-shot programs	86.2
Other	17.2

Faculty benefits

Stipend	7.4
Free meals	44.3
Free parking	8.4
Free room	14.3
Release time	4.4
Tenure/promotion	7.4
Plaques, t-shirts, certificates, etc.	23.6
Thank you letter from president	6.9
Thank you letter from chief housing/ student affairs officer	49.3
Office space	6.9

Class space	8.4
Computers	1.5
Program Evaluation	
Survey faculty	22.2
Survey residents	35.0
Survey RA's	37.4
Survey pro staff	16.3
Program attendance	44.3
Specific pgms.	45.3
Program Coordination	
Student committee	3.9
Professional staff	67.0
Faculty committee	2.0
Student, staff, faculty committee	4.9
Student, staff committee	8.9
Staff, faculty committee	3.4
Faculty member(s)	4.4
Student(s)	18.2
Faculty Recruitment	
Faculty survey	22.7
Word of mouth	51.2
Letter from institution president	5.9
Letter from chief housing/student affairs officer	35.0
Student nomination	39.4
Newspaper article	6.9

Figures 1-5 offer a brief look at how the respondent group compares by institutional enrollment level. The bars show the percentage of institutions within the enrollment category responding to the particular item on the survey. Figures 6-9 show the percentage of respondents by enrollment level reporting specific faculty interaction programs as a percentage of the total.

Summary of Free-Response Section

The free-response section of the instrument gave respondents a chance to describe aspects of their faculty interaction programming efforts in the following areas: program goals, program needs, and marks of excellence. The most frequently cited responses within each area are summarized below.

Program Goals

1. Facilitate out-of-the-classroom interaction between faculty and students
2. Create an appreciation among faculty for student affairs, residential life, residence halls, etc.
3. Reinforce the idea of the campus as community
4. Retention of students
5. Support of the institution's academic mission, students' academic success

Program Needs

1. Increased involvement of committed faculty
2. Money
3. Coordination of efforts
4. Student interest, involvement
5. Institutional support "from the top"
6. Increased staff time

Marks of Excellence

1. None, too soon to tell
2. Dedicated faculty volunteers
3. Faculty associated with special interest units
4. Faculty paired with RA's or other staff, matched with a specific building

Conclusions

The data presented are preliminary. Thus, the conclusions are also preliminary and subject to subsequent analysis of the data. However, there are general conclusions that seem clear. These are listed below.

1. Organized faculty interaction efforts are not limited to a specific campus size.
2. There appears to be a relationship between campus size some aspects of faculty interaction efforts. Specifically, faculty at smaller institutions are more likely to receive tangible benefits (e.g. release time, credit for promotion and tenure, computers, office space, etc.) for their involvement in these programs than are faculty at the largest institutions, over 20001 enrollment.
3. There appears to be a relationship between campus size and approaches to faculty interaction. Specifically, there are proportionally more faculty interaction programs at campuses at the 10001-20000 enrollment level than at any other level.
4. Faculty interaction efforts at respondent schools are coordinated largely by staff.
5. Further study of the data will include:

    a. Staffing and funding levels
    b. Campuses employing multi-faceted approaches

c. Evaluation of these efforts
d. The need to network

Figure 1

Programs by Enrollment Level

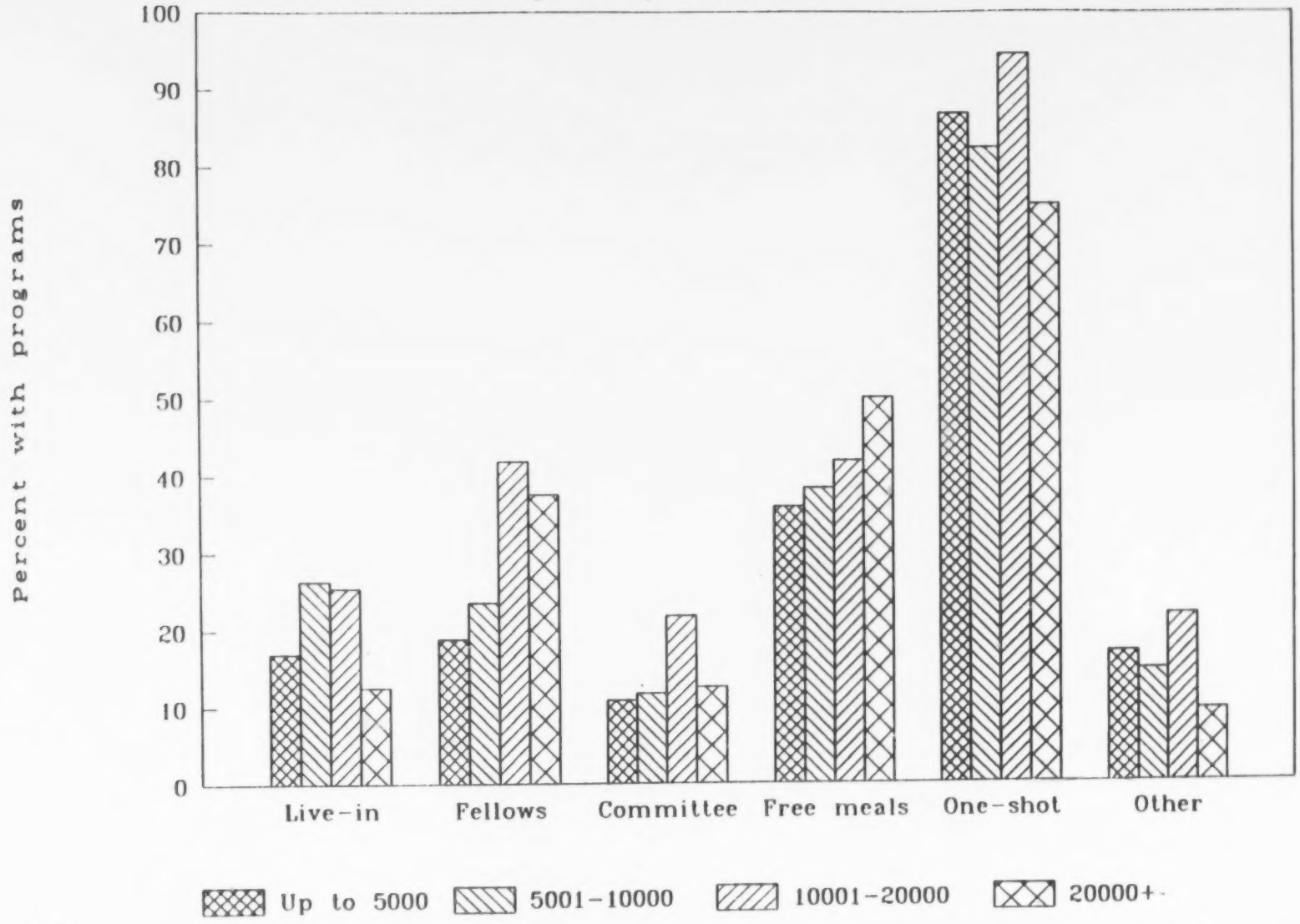


Figure 2

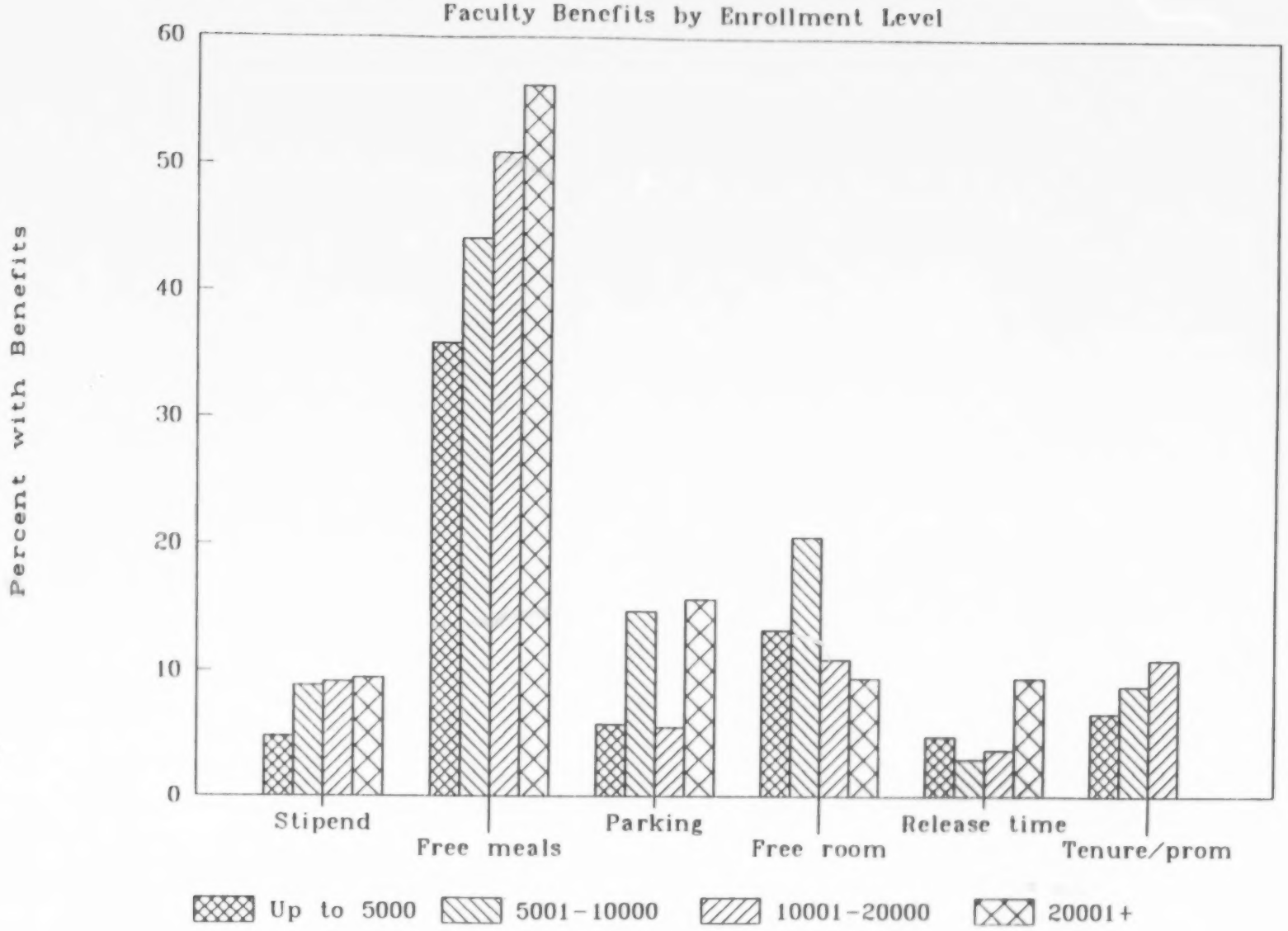

Faculty Benefits by Enrollment Level
Percent with Benefits
60
50
40
30
20
10
0
Stipend
Free meals
Parking
Free room
Release time
Tenure/prom
Up to 5000
5001-10000
10001-20000
20001+

Figure 2 (cont.)

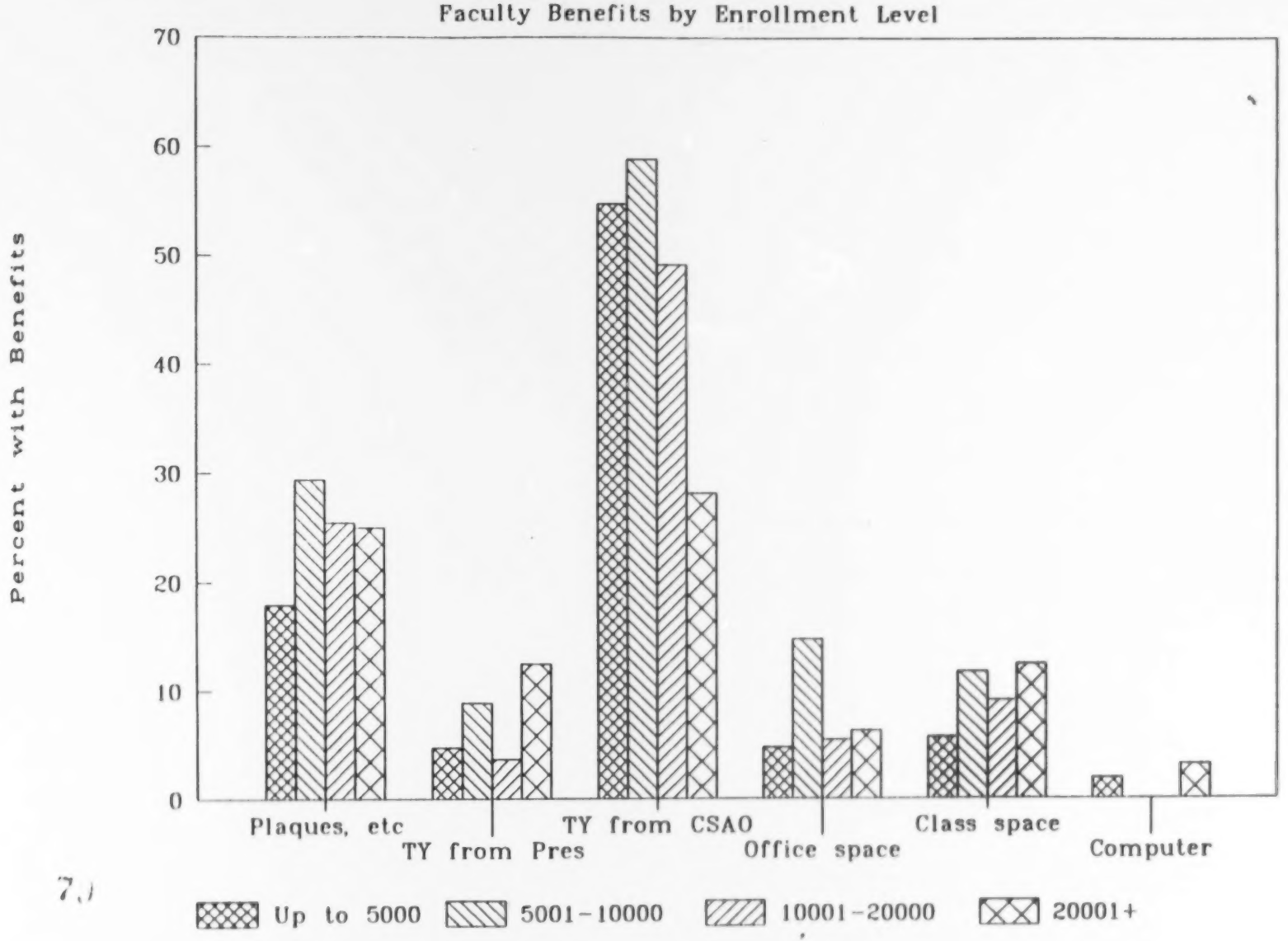


Figure 3

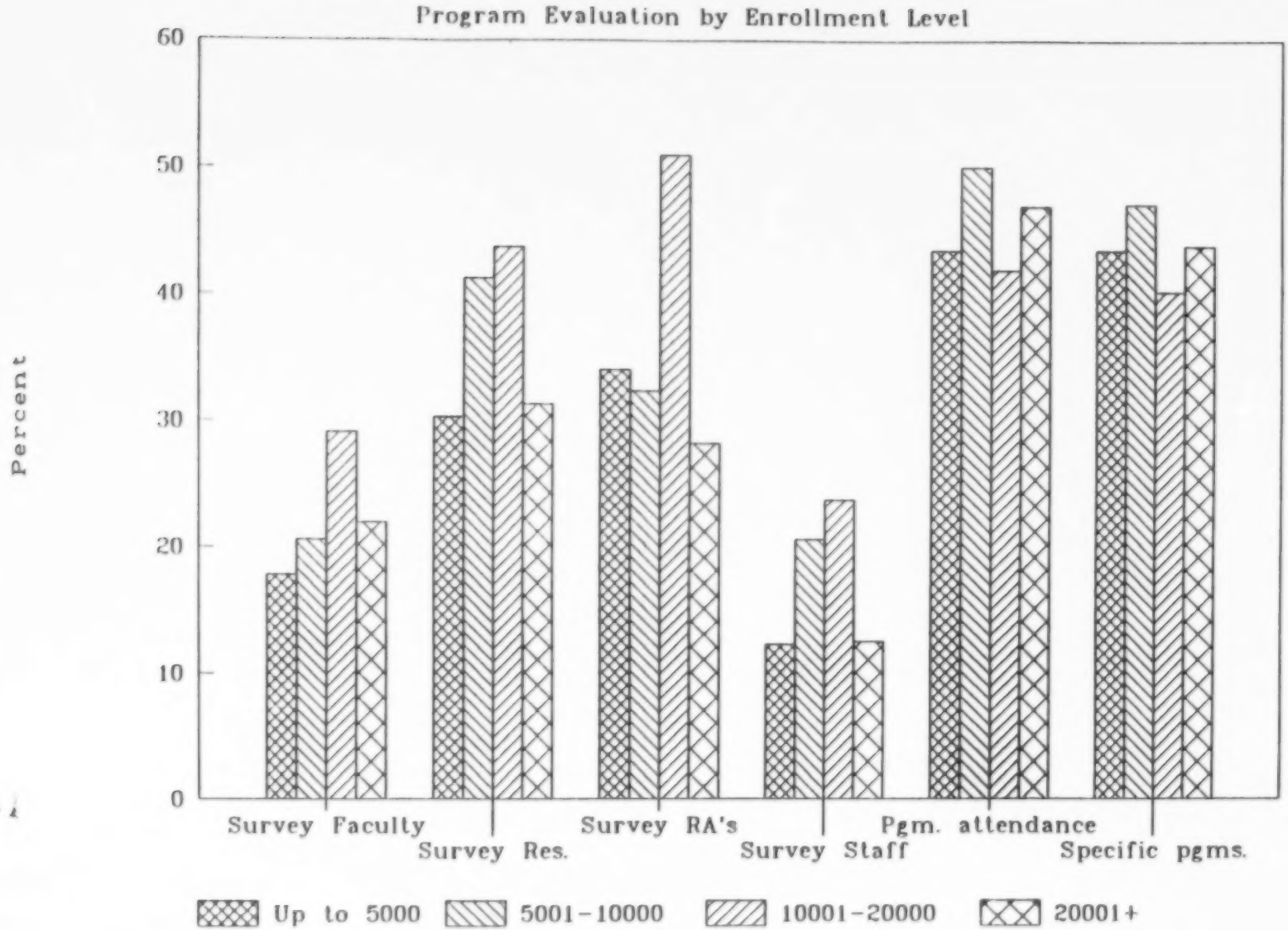

Program Evaluation by Enrollment Level
Percent
60
50
40
30
20
10
0
Survey Faculty
Survey Res.
Survey RA's
Survey Staff
Pgm. attendance
Specific pgms.
Up to 5000
5001-10000
10001-20000
20001+

Figure 4

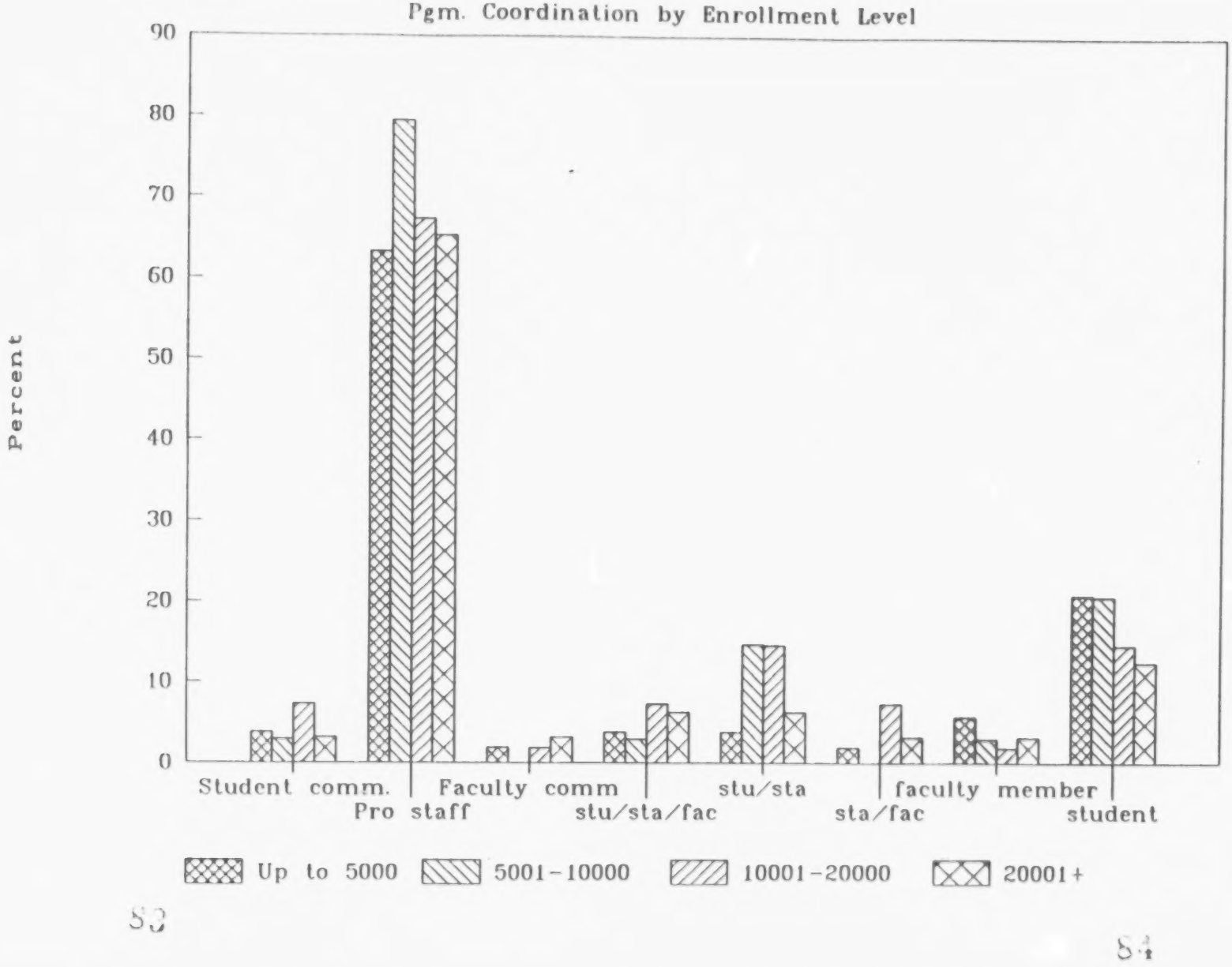

Pgm. Coordination by Enrollment Level
Percent
90
80
70
60
50
40
30
20
10
0
Student comm.
Pro staff
Faculty comm
stu/sta/fac
stu/sta
sta/fac
faculty member
student
Up to 5000
5001-10000
10001-20000
20001+

Figure 5

Faculty Recruitment by Enrollment Level

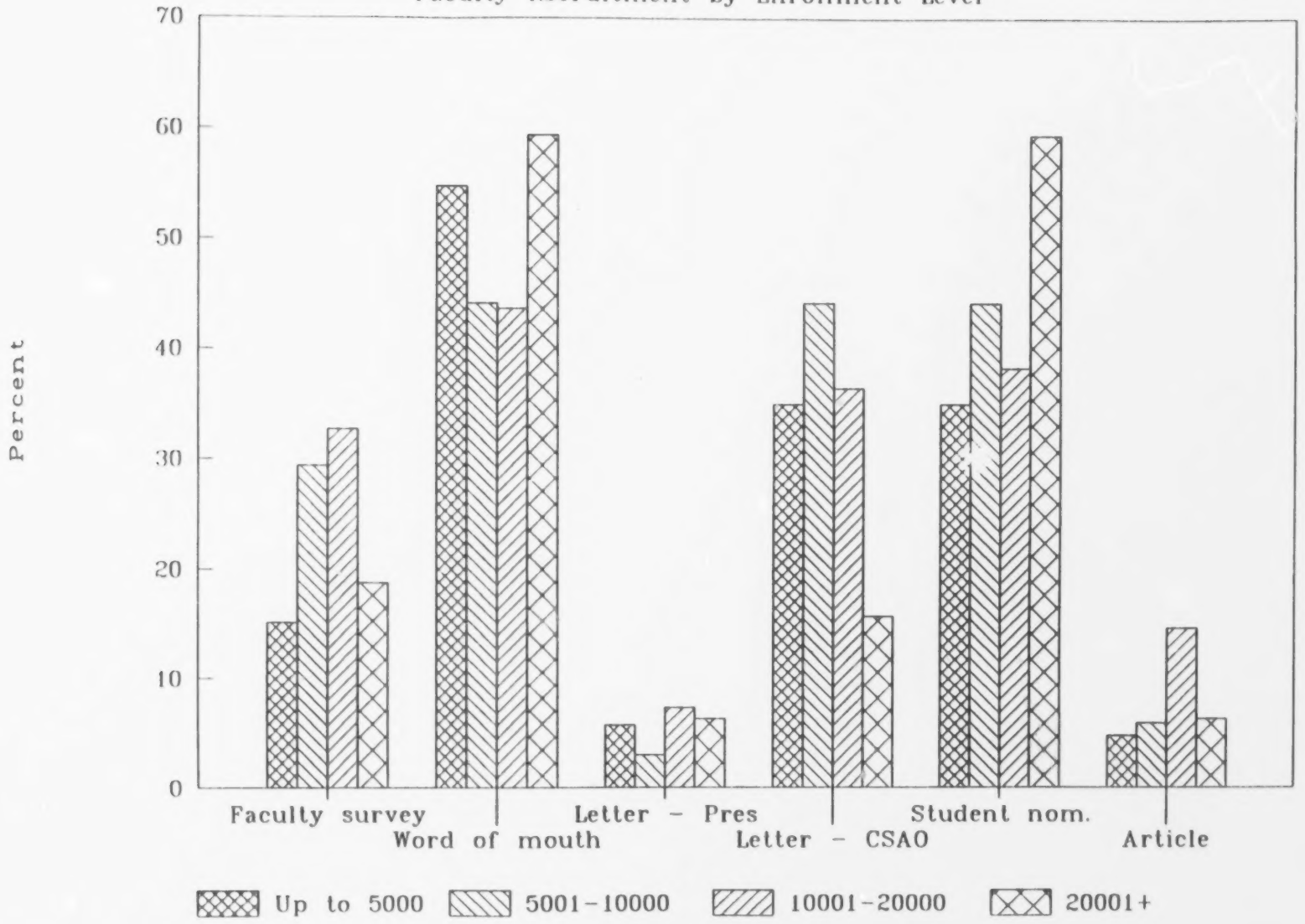
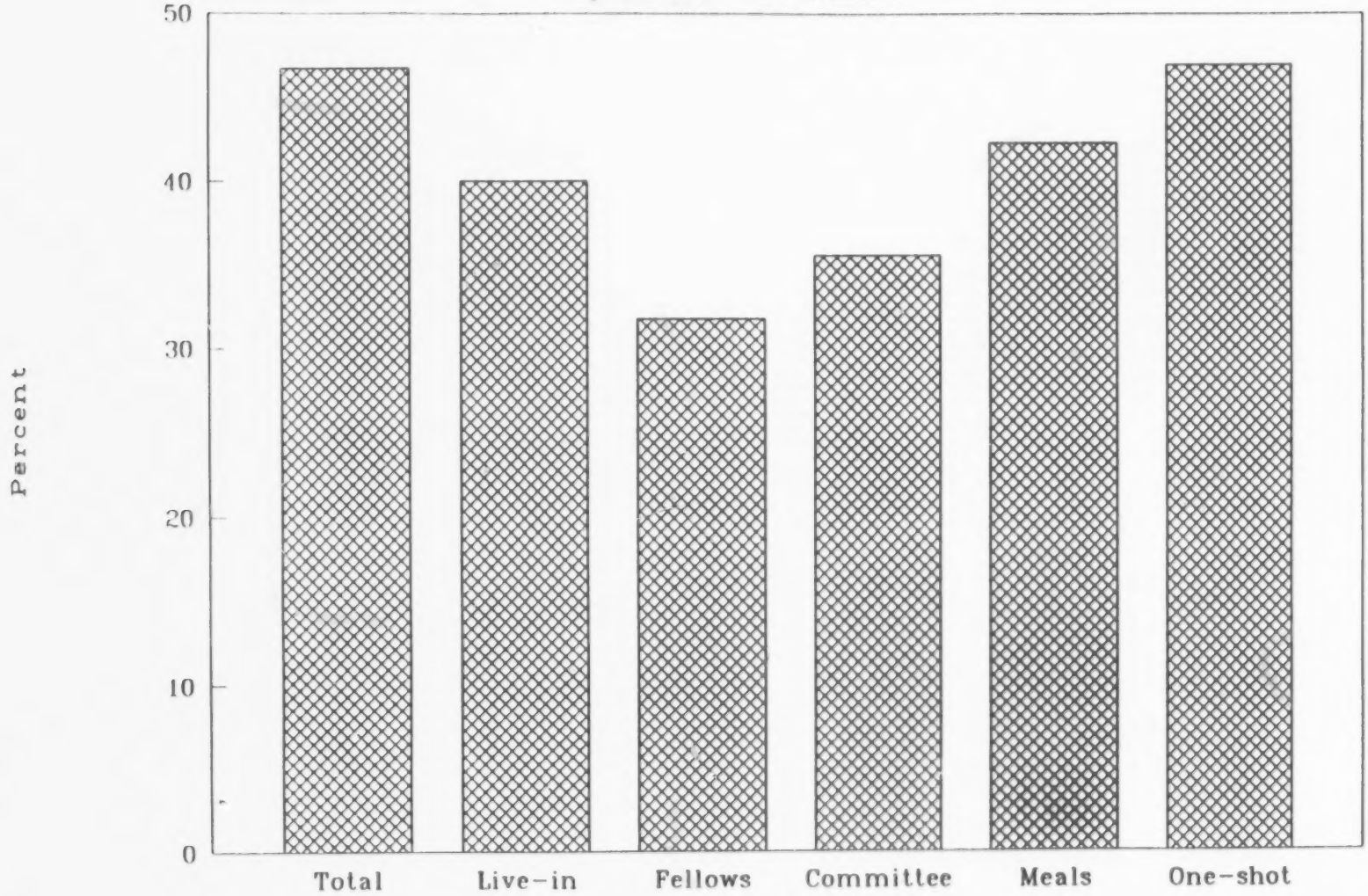


Figure 6

Up to 5000 Enrollment



76

Figure 7

5001-10000 Enrollment

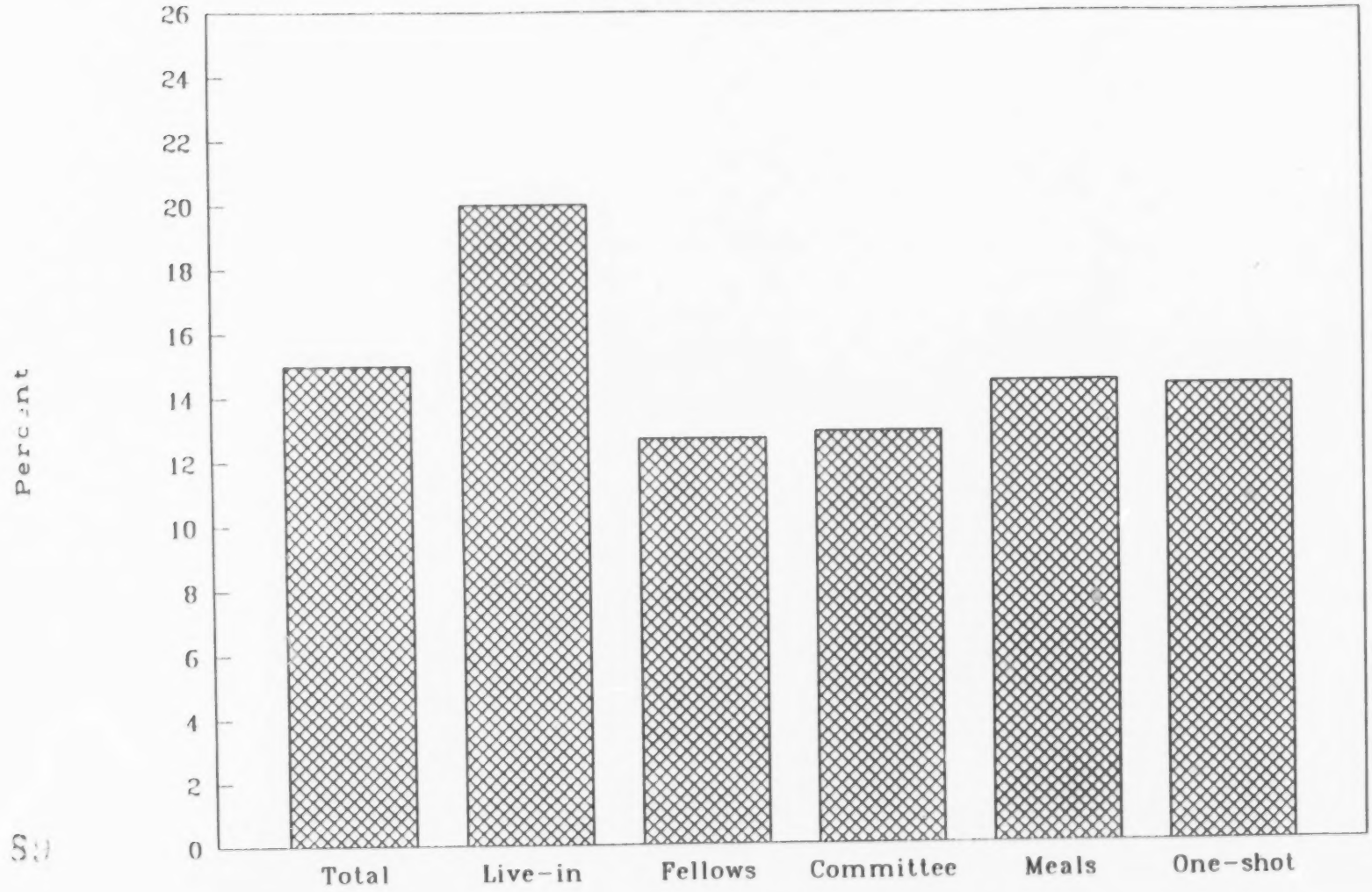


Figure 8

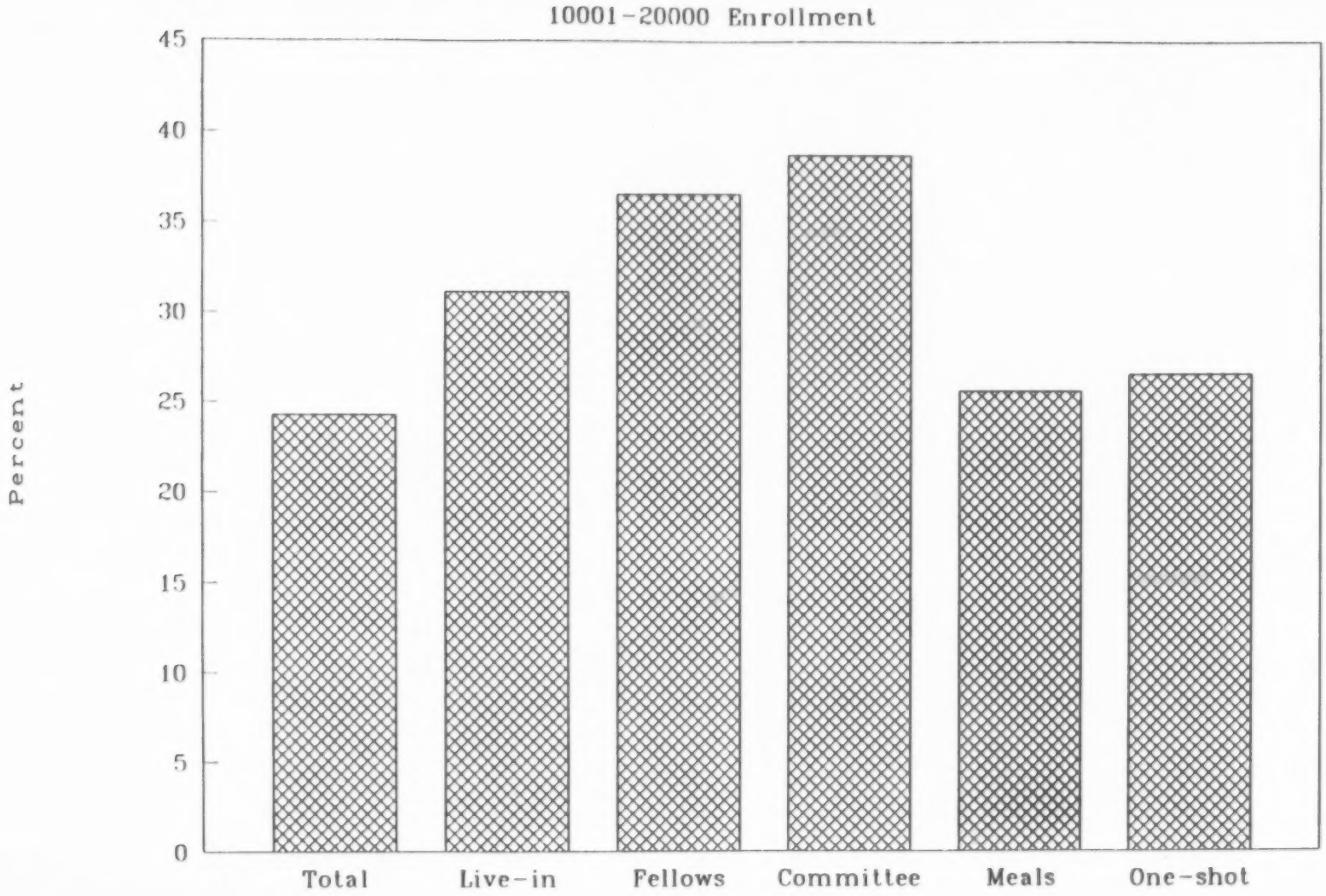
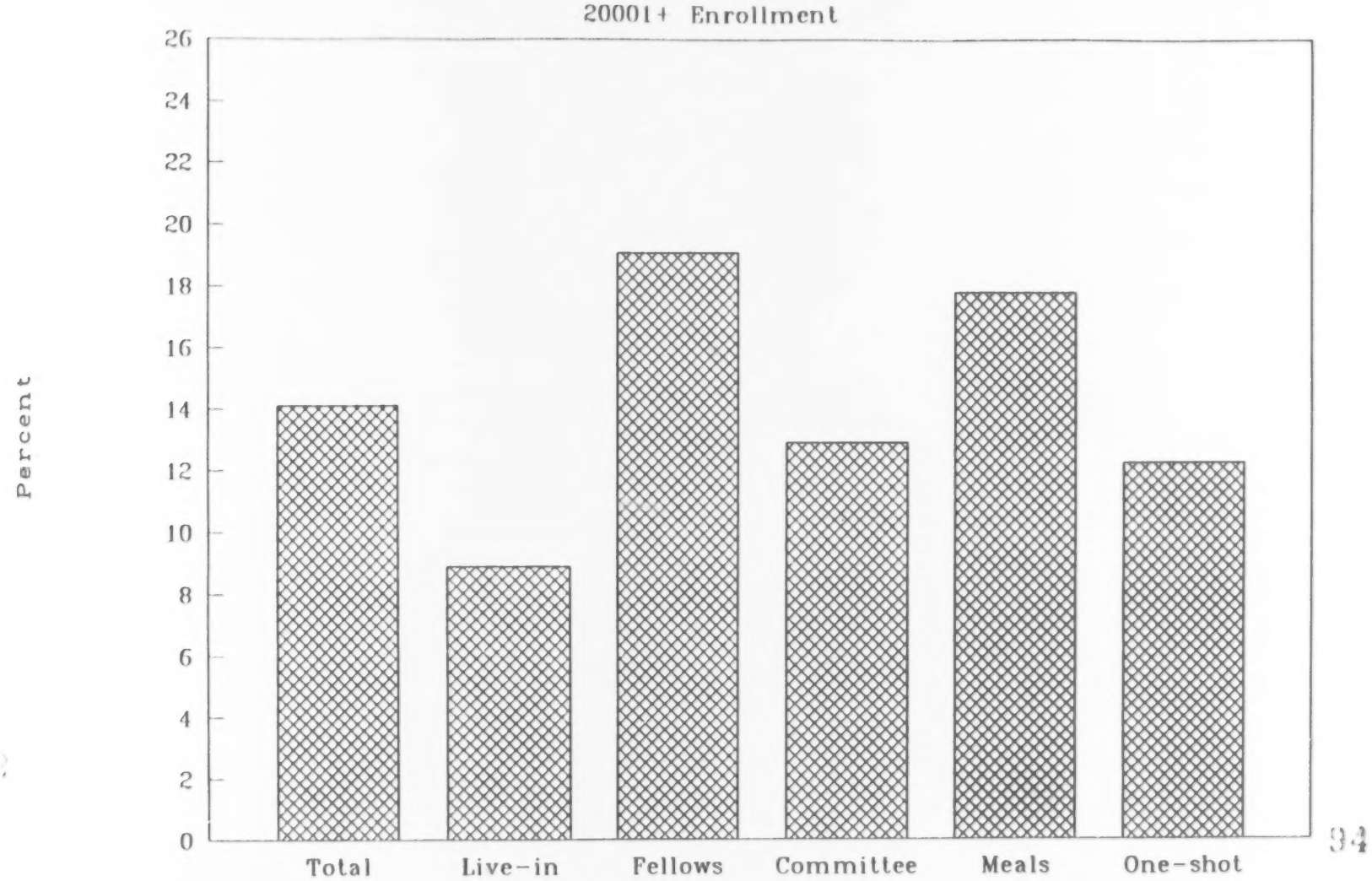

10001-20000 Enrollment
Percent
45
40
35
30
25
20
15
10
5
0
Total
Live-in
Fellows
Committee
Meals
One-shot

Figure 9


20001+ Enrollment
Percent
26
24
22
20
18
16
14
12
10
8
6
4
2
0
Total
Live-in
Fellows
Committee
Meals
One-shot

DEVELOPING AN EXPERIMENTAL CURRICULUM

Frances Arndt & Betty Carpenter

This academic year UNCG, The University of North Carolina at Greensboro, is celebrating its centennial. For most of that hundred years our university provided excellent education for women only as The Woman's College of North Carolina, but in 1963 it became a comprehensive, coeducational university that experienced rapid growth and change.

At the end of the tumultuous sixties, in response to student cries for "relevance in education" and demands to be "more than a number," UNCG created the Residential College as an experimental living-learning unit of the College of Arts and Sciences. Thus, our program began in 1970 as a small, liberal arts college, housed in a coeducational residence hall, where students and faculty could interact closely in small, innovative classes and profit from a unity of academic and social experiences.

When the Residential College was begun, one of the initial purposes was to create a community in which the students had a shared academic experience. For that reason a core course that all Residential College students would take for each of their four semesters in the program was created as the center of the curriculum. Initially that core course took the form of an interdisciplinary, team-taught class in Western Civilization. When that model was co-opted by the College of Arts and Sciences for all liberal arts majors at UNCG, the Residential College moved to a core course that continued the team-taught, inter-disciplinary approach, but shifted the content to The American Experience. The shift to The American Experience was made both because it provided an alternative to the Western Civilization course and because it drew from the strengths of faculty who routinely taught in Residential College.

The development of our core course on The American Experience should be seen in the context of our two-year curricular outline [Appendix: A]. Each semester Residential College offers a curriculum with course designations of Core, Series A, Series B, Skill Courses, and Other. To help students make connections between what is happening in America and other parts of the world during any given period, we offer both European and Non-European/Non-US, Series A courses that relate in time or theme to the core course. For example, during this current semester when our core course is focusing on The American Experience 1740-1890, one of our Series A, European classes is The French Revolution. In contrast, a listing of courses designated as Series B, Skills, or Other [Appendix: B] shows that those classes do not revolve around the core course.

Currently our four-semester core course consists of a combination of background lectures [Appendix: C-1, 2] to all the students (about 115) and five semester-long, small-group seminars that meet the remaining two-thirds of the class periods [Appendix: D]. The course proceeds chronologically with the first semester tracing American roots through a Western Civilization course that begins with the Greeks, and the three remaining semesters presenting an inter-disciplinary study of the American experience to the present, with projections into the future.

Offering a four-semester, team-taught, inter-disciplinary, required course is not without problems. Teaching such a wide-ranging course is not for the faint of heart. It is difficult to teach well, and, consequently, it is difficult to recruit sufficient numbers of faculty from different areas of expertise who are willing to work together closely enough to have a well-integrated course. (Also, since the number of faculty who teach such classes well is limited, we find ourselves competing with every other interdisciplinary

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venture on campus for the same faculty members.) Subsequently, another related problem is that it is difficult to integrate smoothly the series of background lectures given by faculty from different academic disciplines with the individual thematic seminars, and students are quick to point out times when the course seems disjointed to them.

Another problem in teaching such a course is that the ideal textbook has yet to be published. We had attempted to solve this problem by putting together packets of source materials which our faculty compiled, but that solution recently has been challenged by copyright laws which greatly complicate the production of such packets.

Then there is the problem of equating this course to any other single existing course within our university or within other institutions to which our students might transfer. It is, of course, by design that our core curriculum resists being reduced to a single academic category, but that can be a source of frustration for people who are attempting to determine transfer credits or just which specific university requirement this course fits.

Nevertheless, those who have participated in this curriculum over the years (at least two dozen faculty and 1200 students) have found it to be worth the trouble; in fact, for many of us it represents the very best of all possible educations. It can combine both a broad perspective and smaller seminars in which students often direct the discussion, it allows many people to share diverse backgrounds and interests and even more importantly discover the common links between these, and it provides a means of connecting traditional material with the new approaches, that is, of surveying the canon at the same time we recognize those groups of people who would redefine it.

The difficulty of presenting a generalized course are too well-known to list, but a recurring criticism from students is that such courses are often an exercise in coverage so broad in scope as to be meaningless to them. The RC core course has attempted to avoid this by emphasizing a very limited number of ideas or issues and then tracing their recurrence in time and in different social conditions, thus connecting the fundamental concepts with specific variations

For example, the first semester of the course follows the religious and humanist/rationalist foundations of western culture form their roots in the Hebraic-Christian world and in ancient Greece through the Reformation and Renaissance and across the sea to a new world based on the old dream of rediscovering Eden or building God's city on the Hill as well as the experiment of creating an enlightened nation based on constitutional interpretations of Natural Law. By focusing on the idea of kingdoms and specific representations of them in history and in art, the course can be understood without sacrificing the complex tensions within basic beliefs [Appendix: E-1]. Generally student response to this approach has been very good; a recent survey of students taking the required Western Civilization course in the university showed wide dissatisfaction, but those who had taken the Residential College's four required semesters of The American Experience Core (which they substitute for this) were enthusiastic about their experience.

Faculty also find the course rewarding as it allows them to incorporate their special interests in a way that the usual survey of American history or literature limits. While the lectures are broad and structured around major concepts, the seminars can trace these in individual ways. Currently we have a seminar being offered that concentrates on the experiences of Indians; others have focused on oral history or women's experiences.

A number of faculty publications have grown from this curriculum as well as a variety of courses that are tested in the Residential College then offered in the university. The experience of team-teaching and having a small seminar has also helped introduce young faculty to the various rewards and difficulties of teaching in a situation that is not threatening, but often amusingly supportive.

Probably one of the most successful aspects on the RC core course in particular, and one that we certainly did not consciously set out to achieve, is its ability to connect tradition and new subjects. Like many universities UNCG has been swept up in the on-going discussions over what constitutes a basic liberal education, whether there is such a thing as a canon and if so what constitutes it. By focusing on American experience we have fallen into a pattern of exploring outsider experience (not white, male, or European in origin) against the more recognized patterns of national history. This means that the course continues to recognize the important ideas and achievements of someone like Thomas Jefferson (to whom we devote two or three general lectures), but also points out that he failed to understand or recognize the needs of Indians, women, and Blacks. Another instance of this balance is the third semester which we designed around four myths [Appendix: E-3], noting how beliefs in ideas such as "all men are created equal," serve as both as continuing inspiration and an indictment of actual practices.

This approach has both depth and flexibility. Last summer a condensed form of the American core course was used as the academic part of a three week credit program to introduce high school students to university life. The first place award that the program won at the North American Association of Summer Sessions was the result of very careful monitoring, good counseling, and enthusiastic

participants, but the material that was taught, discussed, argued about, even acted out in the course on American Dreams was a product of the American Experience core.

Finally the experimental curriculum unites the diverse parts of our students' lives. The core course insists that we understand our origins, and that we constantly test the beliefs of our past and our own culture. The Residential College has an active Race and Human Relations student committee to encourage understanding and tolerance and also because students learned from studying as well as from experience why such understanding is so important and how difficult it can be to put into practice. A seminar that focused on contemporary social issues gave students their first introductions to housing projects, soup kitchens, and programs for abused children. Later some would work in such programs as part of their course in Service Learning. This pattern of education as an activity that connects past with present and individual with larger community has been for the Residential College a challenge and an ideal for surviving with non-conformity.

APPENDIX: A

RESIDENTIAL COLLEGE
University of North Carolina Greensboro

Two-year Curricular Outline

Fall	Spring
I. CORE: Western Roots - 1700 II. SERIES A COURSES 1. European 2. Non-European/Non-US III. SERIES B COURSES IV. SKILL COURSES V. OTHER COURSES	I. CORE: American Exp. 1700-1890 II. SERIES A COURSES 1. European 2. Non-European/Non-US III. SERIES B COURSES IV. SKILL COURSES V. OTHER COURSES
Fall	**Spring**
I. CORE: American Exp. 1890-1945 II. SERIES A COURSES 1. European 2. Non-European/Non-US III. SERIES B COURSES IV. SKILL COURSES V. OTHER COURSES	I. CORE: 1945-Future II. SERIES A COURSES 1. European 2. Non-European/Non-US III. SERIES B COURSES IV. SKILL COURSES V. OTHER COURSES

During their two years in Residential College students would take at least 10 of these courses and no more than 12, specified in the following manner: 4 core courses; 2-4 Series A courses, at least one of which would have to be European and at least one Non-European/Non-US; 3-5 Series B courses; and one skill course, preferably English composition. We expect students to make use of university resources to complete requirements in foreign language, mathematics, and science.

APPENDIX: B

RESIDENTIAL COLLEGE
CURRICULUM OUTLINE - SPRING 1992

I. **CORE COURSE: AMERICAN EXPERIENCE 1740-1890 (3BL, 3H, 3CBL)**

204W-01 America and the Romantic Revolution	M. Arndt
204W-02 American Utopian Societies	C. Headington
204W-03 Romantic Fiction's Response to the Enlightenment	F. Arndt
204W-04 Social Change in America 1740-1877	H. Calhoon
204W-05 American Indians During the Critical Period	C. Kitts

II. **SERIES A COURSES**

A. European

HSS 205b-01 Composed Selves: Women as Artists (3WL, 3 CWL, 3H)	F. Arndt
241-68 Russian Literature in Translation (3WL, 3CWL, 3H)	J. Baer
247-03 The Ascent of Man (3NS, 3CPS, 3NSM)	R. Whitlock
244-63 French Revolution (3SB, 3CSB, 3SBS)	P. Mazgaj

B. Non-European

221-90 Introduction to Religions Studies (3AE, 3CAE, 3H)	C. Orzech
244-51 Politics of Development (3NW, 3CNW, 3SBS)	R. Griffiths
244-64 Race and Culture in the Caribbean (3NW, 3CNW#, 3SBS)	W. Baber

III. **SERIES B COURSES**

241W-75 Spiritual Autobiography (3WL, 3CWL, 3H)	C. Headington
241-78 Folk Art (3FA, 3CFA, 3H)	M. B. Boone
247-14 Biology and the Environment (3NS, 3CLS, 3NSM)	A. Somers

IV. **SKILLS COURSES**

271-23 Argumentation and Debate (3RD, 3CRD, 3CLRD)	F. Nash
256-01 Service Learning (3 elective)	B. Carpenter
101-01 English Composition (3RD, 3CRD, 3EC)	D. Huger
104-01 Writing Clinic (1 elective)	D. Huger

V. **OTHER COURSES**

262-01 Independent Study (1, 2, or 3)
301-01 Independent Study (3)
302-01 Advanced Study (3)

STUDENT LIFE AS TEXT:
ENGAGING DIFFERENCE, MAKING COMMUNITIES

Richard Guarasci & Grant Cornwell

In the Fall of 1986 the St. Lawrence University faculty established an innovative core program for first year students. Coupled with this curricular advance the faculty added a system of freshman residential colleges. Most of these colleagues assumed that greater faculty involvement with students and the linking of core course enrollments within residential arrangements would prove a fortunate coincidence, one likely to enhance the academic tone of the freshman class.

Like almost all college faculties we hoped to resolve the often cited problem of less than fully engaged students, unmoved by larger socio-political and international concerns, and mired in a passive acceptance of schooling as a credentializing necessity for economic mobility. Not enough of them seemed capable of allowing education to become a process of liberation from bias, provincialism, and inexperience. Too much time was spent on rights of passage and unreflective acceptance of seemingly passé rituals of social conformity. My colleagues hoped that a restructuring of the curriculum might ignite a new generation of students more apt to "seize the day".

The less than obvious genius to these reforms lie less in

the curricular reform and more in the opening up of larger parts of the totality of undergraduate life, both intellectual and social, by virtue of the marriage of a core program with a residential educational structure. In our pursuit of a more alive classroom, we came to discover the powerful contribution of residential college settings to the development of undergraduate character. In fact, the greater the distance of the curriculum from the lived experience of students, then the reduced likelihood that undergraduate culture would bring forward the new generation of students as an actively engaged and fully participating community of learners.

The First Year Program at St. Lawrence is predicated upon several assumptions that can be linked historically to the educational philosophy of John Dewey and more recently enhanced by the work of many feminist thinkers. First, education is about experience and growth - intellectual, social and moral, and this educational growth occurs through attempts by students to make meaning of their experiences. Divorcing everyday life of the students from almost all aspects of the formal curriculum will likely relegate ideas to the realm of the objective, the distant, and the "other". By integrating academic and residential life, The First Year Program brings the realm of ideas into play with the realm of experience and it allows students to more naturally reconstruct this experience with the benefit of rich literature and enduring texts. As such the program increases the possibility of students enlarging their experience, developing

their powers of imagination and, finally, increasing this sense of both learning from, as well as responsibility to, others. Here personal experience can become a powerful force that it is extended beyond the classroom.

The second principle that Dewey spoke to so eloquently in Democracy and Education was his assertion that we, as teachers, never educate directly but indirectly through use of the entire educational environment. If we perceive education as solely the transmission of ideas we are more likely to be less effective in allowing the education to be the liberating, empowering, and democratizing force that we hope it might. Indirect education moves the role of the teacher to more of an architect in the design of a sequence of intellectual experiences that allow students to forge the process of reflection, interpretation and action. At St. Lawrence, The First Year Program faculty attempts to build upon this principle of "indirect education" to first, expose students to an academic and residential curriculum that helps them reflect upon their personal values and self identity while simultaneously asked to create a meaningful community among those with whom they live and learn. We attempt to use the principle of indirection to broaden the range of experience for students as they encounter a series of classroom and residential dilemmas involving the self and other, individual and community, and gender, race and class issues. We challenge students to take a significant role in the making of a community of learners as they learn to identify and negotiate difference while struggling

to agree upon a core of values and structures that will make sense of their immediate circumstances. The texts, authors, issues and ideas of the common course, coupled with a sophisticated writing and communication component, and underscored by a participatory and democratic pedagogy, allow the formal curriculum to become a metaphor for the very conflict and cooperation that students must experience in their pursuit of the social construction of a residential community.

The First Year Program at St. Lawrence emphasizes the importance of educating with a focus upon the totality of undergraduate culture and with a concern for liberal education's impact on the formation of personal character. The immediate problematic is one of creating community while both respecting the private and the different and legitimizing the importance of common experience in the creation of a public domain. Pluralism should mean more than cultural relativism and the inevitable reconstruction of autonomy, privacy, and segregation. It should mean something that is a new version of an older ideal: the forging of a democratic community where individuals learn to create both an authentic self and a series of socially responsible publics that extend from the local milieu to the global village.

We attempt to realize some of these high ideals by constructing The First Year Program as follows. All first year students enroll in a two semester, team taught, interdisciplinary

course entitled The Human Condition. Faculty volunteer from all divisions of the university. We arrange students into eleven or twelve freshman residential colleges of about 45 each and each of these colleges houses one section of The Human Condition. The staff for each college is chaired by one faculty member and is joined by two other faculty in addition to a graduate student serving as residence director, an average of three undergraduate resident assistants, and three sophomore mentors, usually alumni of this residential college from the previous year. Students enroll in three other courses from the general curriculum but their advisors are drawn from the three faculty teaching their section of The Human Condition. The faculty chair of the college is responsible for making sure that the larger goals of the program are addressed both in the course and residence and each college staff of faculty, residence assistants, residence director and mentor meet every other week to review their work, to plan programs and to integrate the academic and residential experiences. Each college is asked to construct a social contract and form a college council of students, residential staff and faculty.

All of this structure proves fallow unless the very substance of the course becomes metaphoric of the residential life of young adults. And it is here that the liberal arts (general education) has so much to contribute as it allows students to engage in questions surrounding the interplay of self, society and the natural world as they have been addressed

in classical, contemporary, and authentic voices from across the historical, cultural and political landscape. Here what students perceived as formal schooling can be transformed by them into liberating learning.

HOW TO INCREASE FACULTY INVOLVEMENT IN RESIDENTIAL COLLEGES

Martin Nemko

KEY PRINCIPLE: Faculty involvement increases in direct proportion to the benefits they derive.

APPLICATIONS OF THAT PRINCIPLE

Students in the residential college (RC) design a course under a faculty member's supervision.

NOTE: Whenever inviting faculty to lead an R.C. event, ask them first to submit a one-paragraph proposal and then provide the person with an estimate of the probable attendance. There's no faster way to turn a faculty member off to the R.C. than to have him or her prepare the session expecting a large turnout only to have a handful of students show up.

To maximize turnout, publicity is key. For example, promos on the campus radio station and in the student newspaper, a weekly calendar of R.C. events, posting flyers all over--even R.C. bathroom stalls.

Invite all faculty (especially teaching award winners, good faculty in departments needing more students, and don't forget about emeriti) to give a talk entitled, "My last lecture", "My secret passion," or "When I was in college," "Making of a professor-birth to now."

Invite faculty to talk with students about a research project on which he or she could use volunteer research assistants.

Set aside one room in the R.C. as a "hotel room" for visiting scholars, artists, and dignitaries.

Invite all faculty to lead the RC in the faculty member's favorite recreation activity.

Invite all faculty, administrators, staff, and alumni to have a fireside chat about any topic. Sugar-coated academic topics may be especially appropriate; for example, a chat about probability using a crap game as the vehicle.

Invite all faculty, administrators, staff, and alumni to have a Sunday with the New York Times brunch discussion.

Invite all faculty, administrators, staff, and alumni to read aloud their favorite poems, short story, or children's story.

Where possible, have invitations come from a dean or V.P. Students, because they come in quantity, should also be encouraged to ask faculty to submit one-paragraph proposals.

Develop RC activities that would be attractive to faculty and spouses, even perhaps the whole family. Invite non-resident as well as resident faculty families to attend.

Offer a menu of perks for participating in the RC--the greater the participation, the greater the rewards: for example, a prime parking spot.

Faculty eat free if they eat in the RC.

Encourage faculty involvement in an RC to be considered in promotion/tenure decisions.

EMPOWERMENT: THE LIFEFORCE OF THE RESIDENTIAL COLLEGE

Lara Chatel Turbide

Students actively engaging in their learning process: This is the mission of most Residential College programs. Empowerment--encouraging students to take ownership of the program, its events, and eventually the ideas--is the key to a successful blurring of the lines between in- and out-of-classroom learning. We can foster students' commitment to active learning by engaging them in the process of planning experiences which operationalize classroom concepts. These students then gain confidence and leadership skills, as well as an understanding of the content. The Residential College program grows and transforms each year to meet the needs of the students in the program and in turn, benefits from the richness of its student and faculty resources.

To create a structure which supports the integration of living and learning, peer education is vital. Resident Assistants, Junior Fellows, or Mentors, who are leaders in the College can be selected (and at many schools compensated) to live on the halls. These students serve as Teaching Assistants in the coursework, foster connections to faculty members, and become friends and resource persons for others in the college. These peer leaders also take responsibility as programming specialists who work with faculty to plan and create opportunities to tie the themes of the college into activities. These include ethnic dinners, study-breaks with faculty, staff, or other students, off-campus excursions to museums, shows, organic farms, or even white-water rafting. The limits are only defined by the enthusiasm of the participants and the amount of personal investment made by the students in the program. These student leaders serve as catalysts to involve other students, encouraging participants in the program to voice their interests and get involved. The vitality is contagious and synergy, inevitable.

In this workshop, participants will explore ways to involve students in the Residential College, thereby instilling this sense of ownership and commitment. In particular, we will focus on specific strategies, programs, and structural components which nurture a positive living-learning community.

Outline - Residential College Conference
March 1992, Missouri

Overview: 1. involvement/ownership of students
2. structuring in this involvement/ownership
3. the role of student-leadership positions

Agenda

I. Introduction--of self and program
A. history
B. highlight unique characteristics
1. four themes
2. common courses/different choices
3. JF position--connection w/RAs
4. faculty in residence/Senior Fellow role
5. administrative structure--where it fits
6. predominantly first-year/upper-class involvement

II. Motivation, involvement, and empowerment
A. define empowerment
B. info/theoretical support for motivation and ownership

III. Strategies for empowering students
A. structural - institutional changes/conditions
1. student positions
2. committees/task forces
3. advisory board(s)
4. structured participation of members
a. Jan Plan
b. Smith Sunrise
c. study breaks
5. peer selection of leadership positions
6. peer review board
7. student juiciary board
8. hall council
9. evaluation and assessment
B. individual contacts
1. supervision of staff
a. by faculty and program administrators
b. joint staff development with RAs
c. individual meetings
2. leadership development of members
3. delegation
4. soliciting input/feedback
a. evaluations/surveys
b. suggestion boxes
c. course evaluations
d. newsletters
e. personal contacts

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C. community contact
   1. community service
   2. outreach - programming for larger University setting
   2. themes relavent to community/world
      a. contextual connections
      b. internationalism
      c. multiculturalism
      d. social consciousness
      e. environmentalism
   3. sense of overall responsiblity of individual in relation to her or his world
   4. sharing of self and values in definition of community
      a. student conduct
      b. support system developed which is - inclusive of faculty and staff
      c. self-regulation and undrestanding of \how behavior affects others

IV. Where do we go from here? Summary

A. Implementation
B. Assessment and Evaluation

RESIDENTIAL LEARNING PROJECT

Katie Dustin

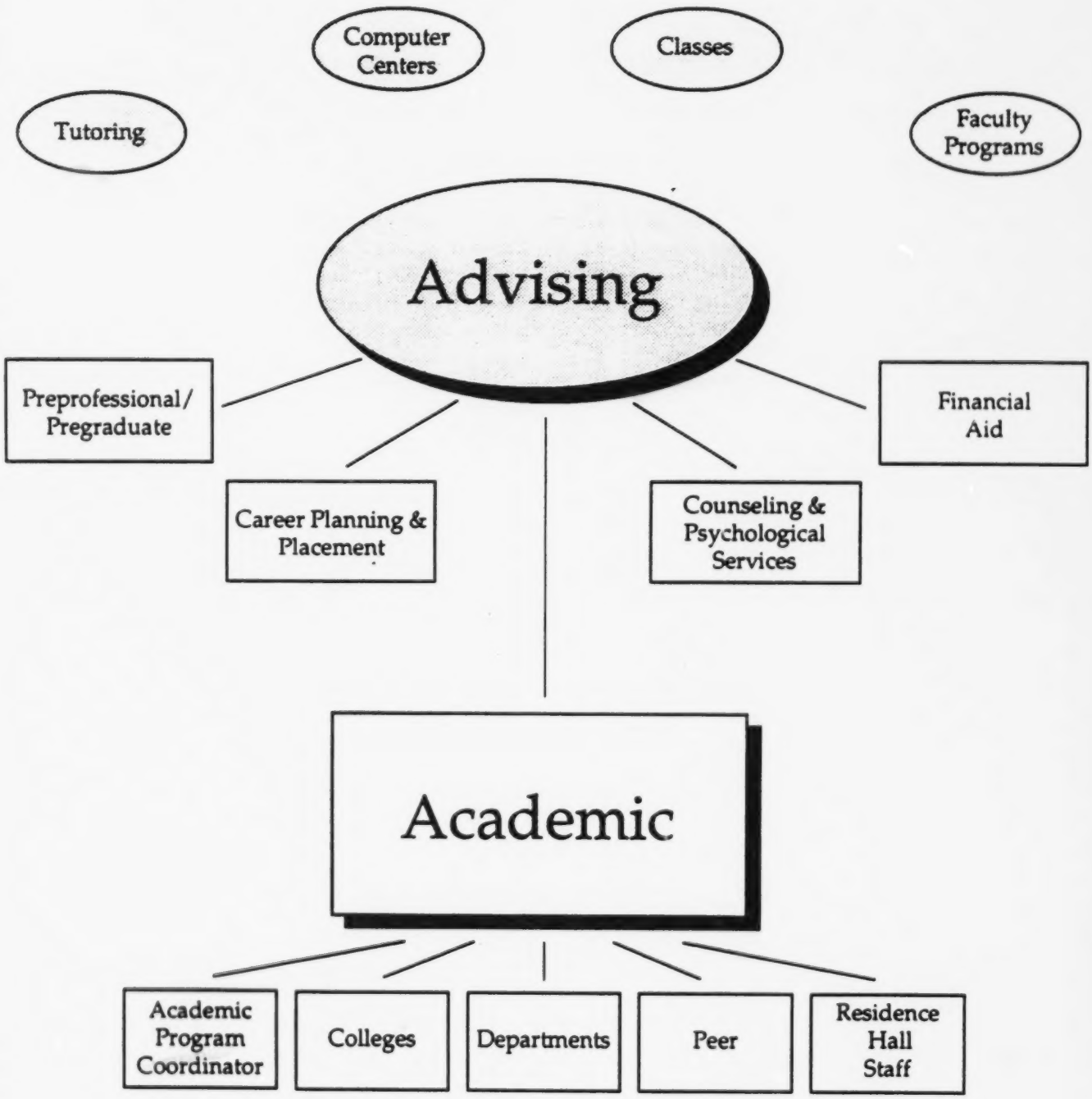
The Residential Learning Project at the University of California at Berkeley consists of five major components: Tutoring, Computer Centers, Classes, Faculty Programs, and Advising. Within the Advising component, several different types of services are offered.

Advisors knowledgeable in various advising areas, such as Pre-professional/Pre-graduate, Career Planning and Placement, Counseling and Psychological Services, and Financial Aid, are invited to hold drop-in sessions in the residence halls in the evenings several times each semester. In addition, academic advising is made available to residents through a variety of opportunities. These include an on-site Academic Program Coordinator available to answer questions several hours a week; invited college and departmental staff advisors who hold on-site drop-in hours in the evenings; casual peer advising; and informal academic advising and workshops offered by trained residence hall staff.

For more information about the Residential Learning Project at UC Berkeley, please call Katie Dustin, the Academic Program Coordinator for the Academic Center at Unit III, at (510) 642-1727, or write her c/o Residential Programs, 2401 Bowditch, Berkeley, CA, 94720.

University of California at Berkeley

The Residential Learning Project



ACADEMIC ADVISING: THE KEY TO SUCCESS IN NMSU'S RESIDENTIAL COLLEGES

Christopher W. Gregory

The Residential College staff at Northeast Missouri State University believe that in-house academic advising is their greatest asset in promoting thriving living-learning centers. Three characteristics that define Northeast's four residential colleges make up the acronym FAC--faculty associates, academic advising, and courses held within the colleges. While faculty associates and course offerings have varied over the colleges' four-year tenure, the academic advising model has not. Rather, it continues to be the most vibrant innovation generated by the residential colleges.

Northeast's four residential colleges are housed in two buildings, each with a north and south college. Missouri and Ryle Colleges are single sex, the former male and the latter female, though Missouri will become coed in the fall of 1992. Each college is represented by a College Professor, usually a senior faculty member who is charged with setting a positive, academic tone and with coordinating faculty associate involvement. The Assistant to the College Professor, usually a junior faculty member, assists the College Professor in his or her duties but differs significantly in two respects. First, the ACP lives in the college year round, encouraging the living-learning concept through an academic, yet also social and residential approach. Second, the ACP is an academic

advisor.

Academic advising is the most important task the ACP assumes. He or she advises approximately 75 students from within the college who are declared, non-business majors. Most importantly, the ACP maintains a constant presence that allows students to seek academic information but also affords them the opportunity for social interaction with the ACP. This holistic approach--focusing on the academic, social, and personal growth of each student--is a hallmark of what the residential colleges strive to achieve.

Also an integral part of the residential colleges' advising model is the presence of staff members providing in-house advising. Missouri and Ryle Colleges each has a pair of advisors, one from Academic Planning Services and the other from the Business Academic Advising Center. Each advisor is half-time in the college and half-time in his or her respective office. The APS advisor serves all undeclared majors in his or her building, that is, all of Missouri or Ryle. Similarly, the BAAC advisor works with declared business majors. The advisors' presence in the colleges is a further manifestation of the Residential College mission to break down the barriers between living and learning.

In sum, the Residential Colleges continue to fulfill the mission set out for them when they commenced in 1988. Academic advising remains at the center of the FAC model chiefly because of the dynamic opportunities for both holistic student growth and staff and faculty development.

SPECIAL TOPIC GROUP: TRAINING STUDENT STAFF

Kristie DiGregorio

For the past three years, Northwestern has had a day-long "Spring Training" program for student officers. The Office of Residential Colleges (academic affairs) works with the Office of Undergraduate Residential Life (student affairs) to introduce student officers to campus resource people, to help them begin the networking process with other new officers, and to facilitate the brainstorming process with faculty and experienced student officers on ways to maximize faculty involvement. Leadership workshops at Spring Training have included Motivation, Working With the Hall Staff, and Conflict Resolution. The training occurs in the spring because officers' terms begin in the spring quarter, continuing through the following winter quarter.

Vermont views leadership development as a way to compensate their student leaders -- referred to as student program directors -- for the time they commit to the Living/Learning Center. The Vermont student program directors are selected on the strength of the proposal they submit for programming for the following year. Examples of winning proposals for this year include: Active Women on Campus; Information, Technology, and Society; and Literature in Verse. Each program has at least one faculty advisor, and resident assistants organize supplemental programming. Training for the program directors consists of a 2-3 day mini-conference that includes workshops and teambuilding. During the school year, graduate assistants teach noncredit seminars on leadership.

James Madison College at Michigan State is a 4-year, stand-alone college that faces particular challenges because one-half of the students in the hall are not in the college. Most of the programming is coordinated by the administration, including large-scale programs like "The Wizard of Aids" being brought in from Chicago.

Northeast Missouri State also faces unique challenge because those responsible for programming are serving dual roles and often their work in one area is seen as taking time away from the other.

Many institutions deal with this and other "turf" issues. Indiana attempts to promote cooperation by helping R.A.s complete their mandatory programming and by providing financial support for the

R.A.s' programs.

There was some debate about where the link between academic and student affairs should be in the organizational structure, at the students' level or somewhere at the top. There was a consensus that the ideal is for there to be some link, even if it's an informal one.

In the same manner that it is important for student affairs to be invested in the living/learning-residential college program, faculty must also be enticed to participate. Some suggestions were:

-- streamline the administrative tasks so the time faculty spend in the residence halls is teaching or interacting with students
-- offer them the chance to teach on a topic of particular interest
-- make funds available for special, educational events
-- make classes smaller and hopefully students will also be more interested
-- offer faculty release time
-- offer faculty nice facilities, this is particularly attractive when space on campus is scarce

AN EVALUATION MODEL FOR RESIDENTIAL COLLEGES

Martin Nemko

Of course, no one evaluation model will fit all situations, but the following model is often rigorous enough to satisfy the bean counters and quantitative methodologists yet soft enough to pick up the crucial outcomesw of residential colleges that quantitative measures probably are too insensitive to pick up.

The model works as follows. A control group is established, perhaps by taking 15 students who were marginally rejected from the residential college. The experimental group is 15 students who were marginally accepted into the residential college. At entrance, hard data is collected on each group; e.g., high school GPA adjusted for rigor of courses taken, SAT/ACT scores, and extracurricular depth. The meaning of the latter may not be self-explanatory. A student has good extracurricular depth, if, for example, as a high school sophomore, she wrote an occasional sports article for the student newspaper. As a junior, she became managing editor, and as a senior, started an underground newspaper.

Beginning at orientation, each student is interviewed once a month about his or her experiences in the residential college. Students in the control group are asked about their residence hall and other co-curricular experiences. The questionnaire is designed by a researcher (perhaps an ethnographer who is well respected on campus who is not very supportive of your program) in collaboration with residential college students.

A typical line of questioning is, "How many interactions did you have with faculty at the residential college this month? Describe the most meaningful? How did you benefit from the interaction? What facilitated that being a helpful interaction? What could the faculty member or you done differently that would have made for a more successful interaction? The students are followed longitudinally, ideally, continuing after college graduation. Finally, the researcher analyzes the data, writes the evaluation, and perhaps even publishes it.

Variations on this model include: focus groups rather than individual interviews. Focus groups can utilize the questions above or the more formal, *Small Group Instructional Diagnosis* process. (described in AAHE Bulletin, 1982, 34 (6), 8-10.)

Each student writes an essay on learning every semester.

Students maintain a journal reflecting both academic and personal progress in the R.C.

OTHER VARIABLES FOR EVALUATING RESIDENTIAL COLLEGES

I. PROCESS VARIABLES

A. Mean hours per week that students participated in each program activity.

B. Average percent of Residential College students dining together

C. By interview and questionnaire, ask students what worked and didn't work in each program activity. What could have made it work better?

II. PRODUCT VARIABLES (Could do separate analyses within comparison bands of students)

A. # of hours per week spent on intellectually-oriented activities

B. GPA

C. Rigor of courses taken

D. Retention rate

E. ACT COMP (measures outcomes of general ed--includes writing and speaking--requires 5 hours.

F. ACT CAAP--easier to administer.

G. CSEQ - College Student Experiences Questionnaire

H. William Perry's Measure of Intellectual Development

I Student satisfaction w. program, and w. overall college experience.

J. Graduation rate

K. An alumni survey

POSSIBLE CONTROL GROUPS

If there is an excess of students wanting to be admitted into the RC, randomly assign those to control and experimental groups.

During the planning year, identify incoming frosh that would like to live in a residential college NEXT year. Monitor their progress starting THIS year.

A control group matched with the experimental group on SAT, grades, etc.

NOTE: A summary of evaluation data on the effects of learning communities (these have significant overlap with R.C.'s), see Gabelnick, F. et al, Learning Communities: Creating Connections Among Students, Faculty, and Disciplines. San Francisco: Jossey-Bass, 1990, pp. 61-87.

THE COLLEGE IN CONTEXT

Carl Trindle, Mary Macmanus Ramsbottom, Kristie DiGregorio

Introduction

A political science professor at the University of Virginia, to the wonderment of many, produces buttons and banners proclaiming that *"Politics is a Good Thing"*. So too, we believe that *A Residential College is a Good Thing*. But even our professor of political science must acknowledge that his favorite's potential for good is sometimes imperfectly expressed in practice. It is worth taking the trouble to imagine the ideal, and to come to judgment on how particular realizations of a noble goal have fallen short. On this basis, of course, it becomes possible to approach that ideal more nearly.

Evaluation of *your* residential college system is a worthwhile exercise not only in the abstract. It is inevitable that your particular realization will be judged, by its members, affiliates, and supervisors. They will have in mind alternatives which might be cheaper, more convenient, or closer to an ideal which might be very different from yours. Don't leave the judgment entirely to others! You will be wise to take some degree of control of the evaluation. We hope to provide you some guidance toward your aim of making evaluation of your system as fair and constructive as ever it can be.

Evaluation is not necessarily a threat. It can re-kindle enthusiasm for the venture. Who knows, you may just be doing much much better than you think! An effective evaluation can make it clear just what new (or re-allocated) resources you will need to make a real difference. It can convince those you need to convince, to commit wholeheartedly to the endeavor. It can validate your work in the eyes of people who might otherwise be skeptical.

Our remarks will be those of an visiting evaluation team, which experience we have shared. But we have each also been on the other side, and will present that point of view as well.

I. Beforehand

One of the ways in which you take control of the evaluation is that you **Choose the evaluators**. You would never make the blunder of choosing anyone known to be hostile to your particular form of College. Yet your evaluators must be able to assume the mask of impartiality, and must not overlook flaws in your practice. They must have some expertise, if not fame, to assure that their remarks can be taken seriously. But it must be the case that their value to you will be based more on coherence of their report and validity of their recommendations than on their reputation.

How many visitors make a team? One person can do the job, and at low cost. But a larger number makes possible that several points of view can be brought to the task, and one member's occasional misperception can be corrected. Details which might escape any one visitor might be snared by another. Three members may be an optimum size; the odd number assures a majority opinion, and three are still not so hopelessly unwieldy that a timely report is impossible.

* * * *

We three of course each wondered, *Why Me?* Our personal acquaintance with the College administrator and our direct experience with (collectively) several rather different expressions of the residential college idea provided some explanation. We wondered, what is wanted? The expected and, we are convinced, sincere answer, that what was wanted was our unvarnished and untrimmed impressions and suggestions for improvement, seemed incomplete. We read the hidden (and perhaps absent) message that what was wanted was broad affirmation of the endeavor, and feasibly small and not too costly patches and fixes. We hoped we could oblige.

Prepare the visitors. Your written materials may well be the first impression your evaluation team will have of your College. Assume the visitors are ignorant of details which to you have become as basic and familiar as the rising of the sun each day. These aliens have *no conception*... They are more removed that your most dazed and distracted incoming members. They don't even know where the *building* is. Inform the evaluation team in advance, and thoroughly, of the history of your College, its rationale and structure, both physical and administrative. Provide some numbers: membership, staff, budget. Tell something of your whole institution; on their behalf, collect not only samples of information publicly available (Peterson Guide entries &c) but some information intended for internal study: include a description of the aims and values of the school. Tell them the facts and the wishes: How far, and in what direction, lies the future? Be sure they know what are the burning issues, and what you want.

Prepare the ground. Locate the people who have a tale to tell, and make sure they are ready to tell it. Perhaps a low-key self-study is worthwhile, to identify the people the visitors must know, and to prepare replies for some of the inevitable questions the visitors must ask.

* * * *

We were prepared well, in all feasible ways. We had the unimaginable advantage that one of us was an instructor at the school. And yet preparation by reading at a distance can never be complete. We did not know one another at all, which complicated matters in small ways. Three days in constant company did much to change that.

It was plain that our hosts had already thought hard about the College. They had not escaped the self-consciousness which the Assessment program seems to evoke. The fact that they had already collected much data on the work of the College saved us, and them, considerable time and effort.

II. On the site

Open your College to your visitors. Make sure they have the chance to hear all the voices, of all those with interest in the system. It always is a surprise how many people have a legitimate interest in the operation of the College (see box, below.)

A. Students will know things you can never tell the visitors; they know the least formal reputations, the gossip, the scuttlebutt. Residents will have one story to tell; nonresidents another. Students with responsibilities - resident staff - will give yet another brushstroke to the portrait.

VOICES TO HEAR

Students:
- Nonresidents and residents
- Staffers and nonstaffers

Faculty:
- Responsible and not
- Affiliate and not

Resources managers:
- department chairs
- advising staff
- student affairs
- provost or academic VP
- financial officer
- housing officer
- physical plant

The powers that be

Students will talk to the visitors; indeed, they will be flattered to think that their voice counts for something. You may wish to be present, hope to hear frank talk you may ordinarily be shielded from. Resist the temptation. Your visitors will pass on to you what you want to know.

B. Faculty may be charged with some responsibility for the operation of the College, may be affiliates, or may have no connection with the operation at all. With the broadest responsibility comes attendant cares and preoccupation. Let the director speak; let the day-to-day supervisor of the College tell the tale. Let

those with lesser responsibility and reward describe their experiences and impressions.

C. Resources managers will of course take a cooler view of any endeavor which calls on their resources and adds to their burdens. It cannot be denied that the College will call for the attention of almost every university operations officer, in ways that more familiar housing does not. Department chairs wonder what their faculty are up to, and whether they will grow professionally and contribute fairly to the academic department if they are devoted to the College. The academic and career advising effort can be assisted in the Colleges, but must generally revise its procedures in ways that may be inconvenient. Student affairs officers will be interested in the quality of student life and the provison of personal counsel in the College setting. The College will be of concern to the chief academic officer, as a call on the academic resources of the school; if the College involves unusual costs of staffing or amenities, the financial officer must take notice of this. The director of the physical plant has a legitimate interest in the treatment of the buildings and grounds.

D. The powers that be, the president (and staff) or other high officials, may be able to convey to the visitors whether the residential colleges enjoy that inestimable asset of any academic program, support from the top. If generally free of any detailed knowledge or commitment, they will still have a leader's sense of where the institution is going.

This extended list, which translates into exhausting days of interviews, not to mention a scheduling nightmare for the host, is not even now exhaustive. The admissions officer; the development officer; the surrounding community; the overall student governance; perhaps others still will have views worth attention. The organizer of the visit can hardly deny anyone the opportunity to make their opinions known to the visitors. On the other hand, as the flood rises, the visitors will have increasing difficulty sorting out who cares, in what way, about what.

Icebreakers, Opening Lines, and Rude Questions

About this job:

- What has given you satisfaction?
- What annoys you unmercifully?
- What obligations do you have to juggle?
- Who must you please?
- How can you make time for it?
- What do your friends (colleagues) think of it?
- What could make your work easier, or more productive?
- Can you imagine doing this work for another five years?
  - If so: what would keep you with it?
    what would have to change?

* * * *

We swam in the flood, and avoided drowning. We kept careful notes. We did our best to listen; we asked questions, of course, but of the most open-ended Rorschach style. To our surprise, everybody was eager to tell us about their wishes, pleasures, and frustrations for the College. Themes emerged, around which we could begin to organize our impressions. Our cloud of disorientation and innocence gradually dissipated, though it never completely dispersed. Though by late in our stay we felt that we had just been tossed in a blanket for three days, still we began to think we might just understand what was what.

We congratulate ourselves in all modesty for having avoided as well as we did the chauvinism natural to directors of programs which are not out-and-out disasters. Our restraint in use of the phrases "the way *we* do it is..." and "that's not at all how it should be done" and "it's just too bad you don't have [something somebody else has]" was, we are convinced, a key to actually hearing the ideas of the speakers. Perhaps the fact that each of us had a different model and experience of College life inclined us in that helpful direction.

Perhaps the most helpful feature of these busy days was the occasional time to ourselves, in which we could exchange notes and begin to digest the smorgasbord. It was well-nigh essential to have a few hours alone on the last day, so that we could think about how we could produce a comprehensible, useful and timely report.

We had a clear notion what the important issues were in the eyes of our hosts. But we wanted to look beyond the immediate questions. Our very detachment from the daily alarums and excursions which could bedevil the program and distract its stewards would help us to see issues of longer-term significance, or so we flattered ourselves.

Danger Signals

- The College is on trial, and must prove itself, soon.
- The College is understaffed, under-capitalized.
- The Leaders are overworked, without commensurate reward.
- The College is envied, resented.
- The College is an orphan, no one's central responsibility.

One of our first concerns was to detect any hint of serious difficulty. (See box). These danger signals are not uncommon in any academic enterprise, unhappily. But fledgling innovations, generally delicate in health, are particularly vulnerable to these weaknesses. Perhaps the last is most nearly fatal, and needs most urgent correction.

III. The Report:

A: Purely practical considerations

The single persistent trace of the visit is the report. This is what you have paid for. **Evoke a constructive report**. From conversation, you may well have an impression whether the visitors are impressed with, horrified by, or (perhaps worst) indifferent to your efforts. If not, don't hesitate to ask for a preliminary reaction. An early response will help you advise the visitors on details of their report.

Your guidance on the organization and presentation of the visitors' report will be welcome. Tell them: who will read an executive summary; who will search out details; what sort of recommendations are likely to be acted upon, what kind must be evaded. Do you intend to distribute the report widely, without editing? Will only parts be made available, to those with special interests? Is it more convenient to publish a brief summary, with details available? Let the writers know.

Insist on a prompt report. This effort will fail. Renew your petition.

Arrange to see the report *before* it is widely disseminated. It may have some surprises. You will be better able to reply to first readings if you are not doing the same thing, in haste. Then distribute the report, or portions, to everyone involved in the visit. Solicit their reaction, seriously.

* * * *

In our last morning's discussion, we had arrived at some generally shared opinions, and had a fair notion of recommendations we could agree upon. We were also able to make a first rough division of the writings. If we had not had this chance for consultation, much of the rest of our work would have been complicated.

After we scattered to our several home institutions, we grappled with the usual problems of preparing a joint manuscript. Inevitably one person would take primary responsibility, to devote the clerical and staff time to the task. With our host's encouragement, we wrote separate reports, and one of us wrote a detachable summary. In view of the pressures at home to do the thing on your desk now, before Friday, we were able to get a report done in a month. (We were quietly proud.)

B. Content and Point of View

We assumed the widest possible readership for our report, and saw three major tasks:

- to explain the current structure, ideals, and practice of the College, including the tasks of the central characters. This is generally not known in any detail;

- to point out some strengths of the current arrangements, some trouble spots, and some general approaches to improvement; and

- to generate a variety of concrete and easy measures for improvement of the operation.

We wanted to give praise where it was due, and to express our sympathy for hard work under trying circumstances. We wanted to encourage the patient and persistent pursuit of tasks which, by nature, are not completed in a few months or years, and to avoid large promises. Most urgently, we wanted to leaven the type of judgment which is natural in the assessment of business practice, *i.e.*, an economic-utilitarian or "Corporate" valuation, with one in which value is seen in obedience to principle, "pro bono".

IV. Conceivable reasons for adopting a residential college system

A. Utilitarian: Is the College "worth it"?

In a time when financial support for academic endeavor is dwindling, yet higher and higher obligations are being placed on colleges and universities, it is essential to be able to make a utilitarian case for residential colleges. The measures noted in the chart (*v.i*) are primarily statistical in nature and lend themselves to arguments familiar in form to regents and boards of higher education. It would be very hard to arrive at the conclusion that residential colleges are justified if these statistical measures suggest that Colleges are destructive to the missions of the school.

OUTCOME	EVIDENCE
Improved public image * local * in recruiting area	Fewer community complaints More applications for admission, transfer More contributions from alumni
Enhanced retention	Student numbers
Decreased vandalism	Lower maintenance bills
Improved academic work	Higher grade distributions[?]; lower incidence of academic suspensions &c.
Enhanced level of "civility"	Decline in incidents of hate speech and action, insult
Improved morale of residents	High application and renewal rates; Active College calendar
Improved performance of academic advising and personal counseling staff	Increased traffic at early stages of academic, behavioral, personal problems

However we should emphasize that despite the impression of objectivity and clarity such statistics give, they can be deeply ambiguous. Experimental design is notoriously difficult where any degree of free choice is given the subjects; it is virtually impossible to arrive at a "control" where all variables apart from residential college membership are balanced. Opinion surveys are far from definitive, largely because almost any observable effect can be the result of many conflicting or interacting influences.

We are led to the melancholy view that, while objective measures can discredit the residential college, those measures cannot prove its value. Since quantitative data seem unable to give expression to our deepest convictions, perhaps we should look beyond the kinds of data mentioned thus far.

B. Principled: Is the College making a "good society"?

The features listed in the next chart (*q.v.*) are aspects of a community devoted to the life of the mind and the development of youth. These qualities can make the university one of the very best places to be. In our evaluation of a residential college, we should first ask for the *presence* of events such as those we list. In our report we can applaud what of these we see, and make suggestions which would encourage their development and growth.

DESIDERATA	HINTS
Informal exchange between faculty and students	Presence of faculty at the College
Open & serious discussion of difficult questions	The events themselves, organized and not
Academic innovation	Invention and participation
Enriched cultural life	Events on College calendar
Altruistic-philanthopic efforts	Activity leaders and groups devote themselves to such work
Friendly atmosphere	Members spend spare time together
Mutual care & responsibility	Anecdotes

IV. Using the Report

Make it available. If your visitors have cooperated with you and there is a detachable summary-and-recommendations, do make that available *to everyone who took part in the visit*, with thanks and a note how they influenced the report.

Relay all praise to the persons praised in the report and their supervisors (except you, of course)... especially to those who are thorns in your side.

Move quickly on small items which cost little. Charge the ones to whom more

major steps are important with finding ways to accomplish them.

Respond to emergencies. If the visitors have spotted real danger to your effort, seek a remedy with vigor. Enlist allies. Make your case, as needs must, to those whose help is essential.

Tell the team. Nothing is more gratifying than being asked for advice; unless it is that the advice is taken.

V. The Longer Term

No one would wish to go through the ordeal of evaluation very often. It is well to extract the greatest advantage from each infrequent visit. But the useful life of any evaluation report is not very long, for two reasons. The judgment was of course made at an instant; things change, the old order passes. But the more important reason is that often the recommendations of the report are filed away and forgotten. This report which you have purchased at such a price deserves *one* disinterment, to see if you can congratulate yourself for accepting the wise and discarding the foolish, or whther you can derive just a bit more benefit from the effort. The look backward might just make you feel some satisfaction in how far you have come.

Addendum: What can we expect of a Residential College?

This is not a scholarly article by any means. But much scholarly literature on the impact of College does exist. A small portion of this deals with the impact of Living-Learning Centers or specialized residences. Pascarella and Terenzini[1] have collected and synthesized a vast ocean of research, and is the best imaginable first entry to a confusing literature. All that follows is paraphrased (if not quoted) from Pascarella and Terenzini.

Living on grounds is important, but not for strictly cognitive development. A modest positive link exists to enhanced aesthetic cultural intellectual values; liberalizing social political and religious values; self-concept, intellectual orientation, autonomy, independence; persistence in College; and degree attainment.

Different residences on the same campus do have different social and intellectual climates. Little consistent evidence is available to link such differences with student outcomes. Impact on cognitive development and persistence are the results of "purposeful programmatic efforts to integrate the student's intellectual and social life." *Residential effects may be indirect, derived from interaction with peers and faculty, and the kinds of interaction the residential setting fosters.*

"Educational impact of a college's faculty is enhanced when their contacts with students extend beyond the formal classroomto informal nonclassroom settings... [T]he impact of informal contact is determined by its content as well as its frequency." (p620)

"... [T]here is little evidence that ... different naturally occurring (?) residence groups (... dormitories, fraternities or sororities, or off-campus apartments) have [any] effect on academic achievement." When special study hours and regions, tutors, and "living-learning centers designed to integrate the student's residential and intellectual life and enhance student-faculty informal interaction" are developed, at least modest success in enhancing academic achievement is observed. (p 389-90). The relevant work is found in:

Pascarella, E., Terenzini, P., and Hibel, J. 1978: J. Higher Ed. 49 450-9
Pascarella, E. and Terenzini, P., 1980: J. Ed. Res. 73, 344-353
Pascarella, E. and Terenzin, P., 1981: J. Coll. Student Personnel 22, 147-156

Residential Colleges have no demonstrated beneficial effect on psycho-social development. "Lacy found no direct effect on cultural sophistication in an innovative living-learning environments as opposed to a traditional residential setting." But he did find an association with content and frequency of exchanges with peers and faculty. Statistically insignificant gains in indices of autonomy (family independence, peer independence, inner-directedness) by residents in living-learning centers relative to residents in conventional halls are reported by several investigators. (p305-6)

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[1]Ernest T. Pascarella and Patrick T. Terenzini, *How College Affects Students*, Jossey - Bass (San Francisco, 1991)

THE PRESENT AND FUTURE OF RESIDENTIAL COLLEGES

Martin Nemko

I am so appreciative of the opportunity to have spent three days with you as your consultant in residence for this conference. How wonderful it has been to have the the sort of collegial interchange we all envisioned and too rarely have when we chose a career in academe.

I must thank one of you in particular, and that's Terry Smith. Terry, you probably don't know this, but in many ways, I think of you as a role model. You were visionary enough to dream of this conference, academic enough to make it rigorous, and down-to-earth enough to make it happen. As important, you are such a real human being--you treat your staff with the respect they deserve but few bosses give.

Not to mention that you love your students and your students love you. Terry's office is in the residential college, as it should be, and the students tell me that at first they were uncomfortable with the idea of a handsome 40-ish guy living on their floor, but now they regularly invite him into their rooms, whereupon he typically kicks off his shoes, shoots the breeze with the students, and they love it. Thanks Terry.

This address is supposed to provide a synthesis of the conference. To do so fairly, I should focus not only on the vision thing, but on the nitty gritty of how to make residential colleges work; for example, how to win the political turf wars. But, I think that since the small sessions spent plenty of time on nuts and bolts, and that a closing talk should focus more on the promise than on the problems, I will focus on the vision thing--with one exception.

Many participants in this conference are wondering how they should go about trying to prove the worth of residential colleges to administrators. Well, there was one model for evaluating residential colleges that the group developed in one of my interest/action sessions that might be worthy of consideration by all of you. Of course, no one evaluation model will fit all situations--there is no "one size fits all," but this appears to be a model that will at once be rigorous enough to satisfy the bean counters and quantitative methodologists yet soft enough to pick up the crucial outcomesw of residential colleges that quantitative measures are probably too insensitive to pick up.

The model works as follows. A control group is established, perhaps by taking 15 students who were marginally rejected from the residential college. The experimental group is 15 students who were marginally accepted into the residential college. At entrance, hard data is collected on each group; e.g., high school GPA adjusted for rigor of courses taken, SAT/ACT scores, and extracurricular depth. The meaning of the latter may not be self-explanatory. A student has good extracurricular depth, if, for example, as a high school sophomore, she wrote an occasional sports article for the student newspaper. As a junior, she became managing editor, and as a senior, started an underground newspaper.

Beginning at orientation, each student is interviewed once a month about his or her experiences in the residential colleges. Students in the control group are asked about their residence hall and other co-curricular experiences. The questionnaire is designed by a researcher (perhaps an ethnographer who is well respected on campus who is somewhat against your program) in collaboration with residential college students.

A typical line of questioning is, "How many interactions did you have with faculty at the residential college this month? Describe the most meaningful? How did you benefit from the interaction? What facilitated that being a helpful interaction? What could the faculty member or you done differently that would have made for a more successful interaction? The students are followed longitudinally, ideally, continuing after college graduation. Finally, the researcher analyzes the data, writes the evaluation, and perhaps even publishes it.

Enough about nuts and bolts. Now on to the vision thing. I want to start by telling you about my daughter. Amy and I decided that she should attend the UCLA honors program. And I must say that although I know I'm supposed to have let her make the decision, I did stick my nose in.

We had good reasons for choosing UCLA's honors program. It would afford her the opportunity to take one interdisciplinary class per semester with 25 Ivy-caliber students taught by a hand-picked instructor. Yet because Amy is tends to work too hard, we liked that she'd have some less august students in her other classes--they'd serve as a pressure release valve. UCLA has a top program in theory of mass communication, which was, and remains her interest. To boot, UCLA is darn cheap for in-state students. Makes sense, but it hasn't worked out that well. The main problem is that Amy lacks an academic community, that which residential colleges can provide.

So, I'd like to tell you what I would wish for Amy if she were 18 again and beginning college. At Amy Nemko's college, returning students would volunteer to serve as "big sisters/brothers". At orientation, each new student would be given a name tag and each big sister would find their little sister, welcome her warmly, perhaps give her a hug, and would be her mentor, not only for orientation, but for her entire first year.

As she first walked into her residential college, she would be met at the front door by the porter, a combination doorperson/concierge--a concept stolen from Oxford and Cambridge. These could be volunteer positions for retired university staff.

She'd also soon meet the cleaning person--Amy was surprised when she said that she loves talking with students and if she ever wanted a friendly ear, Amy might keep her in mind. (All the housekeepers in the R.C. received brief training in human relations--perhaps the first time in many of their lives that they heard they were important to the lives of others.)

The next person of note she'd meet was the visiting dignitary who was staying the guest suite reserved for just that purpose.

Next, Amy would meet the 15 students in her "College Family"--the students who will live closest to her. Their first task in the residential college

is to paint a mural on a hall wall under the guidance of an art professor.

Then Amy would be shown to her room. Her next Residential College task would involve the networked computer in her room. The screen would have brief descriptions of the following: the five most successful residential college events of the past year, three-line proposals made by faculty for "sugar coated" academic co-curricular programs, student ideas for co-curriculars, and a list of the cultural events to occur on campus that semester. Amy would have to indicate, on the computer, her degree of interest in participating in each of the activities.

This would allow faculty to get an estimate of the number of students likely to attend their session before having to commit to putting in all the work in preparing it. Also, it would allow for a policy that would require R.C. students and perhaps affiliated faculty to, as a group, attend the top five vote-getting cultural activities.

The activities from which Amy could choose might include:

A professor invites students to help her develop a new course. For example, she might say, "I want to develop a new course on women's and men's ways of knowing, and know that the course should include five particular themes, but I want students to help determine how those themes should be explored: what readings, what classroom and out-of-class activities, what movies, etc." One or two students would volunteer to flesh out each theme.

Debates on topics like affirmative action, Clinton vs Bush--wih a post-debate pairing of students to discuss it. (General principle in R.C. programming: Where possible, events should include an activity in which students self-select in pairs. This capitalizes on THE dominant student motivation--hormones.

In *Sunday with the Times*, a stack of *New York Times*, bagels and coffee are set by the fire, and students, perhaps with a faculty leader, simply read the Times and upon discovering something exciting, annoying, or puzzling, speak up. For example, "Can you believe that the immigrant population in California has increased 50% in the last decade alone?"

Professors would give such "sugar-coated academic" talks as, "My autobiography--How I came to be a physics professor," "My last lecture," and "My Secret Passion." A professor might read and discuss his or her favorite children's book. One professor at Northeast Missouri State spoke of his passion for bridge and gave intro lessons. Soon after, you could see foursomes bidding 'til the wee hours of the morning.

Ideally, all students would eat each meal together, but if that were infeasible, at minimum, at Amy Nemko's R.C., one or more tables in the dining room would be set aside for her R.C. It would be demarcated by a tablecloth and perhaps the R.C.'s name or even crest. All students in the R.C. wold know that every evening at a prescribed time, dinner would begin. Students would be told the benefits of dining together regularly and that it replicates the practice started at Oxford and Cambridge and subsequently was adopted at Harvard and Yale.

All students in the R.C. would be required to join a "Federated Learning Community," a concept developed at the State University of New York at Stony Brook. On a given theme, say "The Meaning of Life", the R.C. faculty advisor would, from among all general ed courses, select three that would bridge the theme, ideally those taught by very good instructors. 15 slots (The number of students that, in general, constitute the optimum class size for a discussion) in each class would be reserved for students in the R.C. Interested R.C. students would be allowed to preregister as a group for this cluster of classes. Joining these 15 students will be a master learner--that is, a faculty member on sabbatical, emeritus, or grad student, who would take the cluster of courses and then, once a week, lead a seminar for the 15 students. This seminar would relate the content of the clustered courses to the interdsplinary theme.

In my fantasy, Amy, of course, would have loved her experience in the RC and after graduation, stay active in the RC alumni association. The fantasy would end with Amy, now very successful, happy, and wealthy, deciding to repay her debt to her RC by endowing it, henceforth its new name, Amy Nemko College.

THE BIG PICTURE

As good as this might sound, deep down, I don't believe that even this would make undergraduate education worth the four or six years and the thousands of dollars of money that 2.2 million students spend on college each year.

For that, I believe we need bolder changes.

I believe that universities, especially the Mega State Universities and large privates, are immoral in proclaiming that they provide undergraduate education. For the most part, they provide an assembly-line education dispensed by persons ill-suited to the task, and certainly ill-trained.

At Marty Nemko University, every doctoral student would be required to take a course in pedagogy, and more importantly to demonstrate competence in teaching before receiving the Ph.D. It is frightening how few faculty know even the basics of pedagogy; for example, that after a student is called on, many students' brains will click off, knowing they will not be called upon. So, after asking a question, an instructor should wait a few seconds before calling on a student to give everyone a chance to think about it. The pedagogy class would also teach people that the well-organized lecture is a fine spice, but only one on a spice rack filled with active learning approaches like simulations, case studies, and cooperative learning.

At Marty Nemko University, the teaching capabilities of all prospective undergraduate faculty would be reviewed as, or more carefully as their research. Each candidate would be required to submit a teaching portfolio consisting of previous course syllabi, videotapes of teaching a lower division and upper division class, a statement of their philosophy of pedagogy, and unedited student evaluations.

At Marty Nemko University, the curriculum would be front-loaded; that is, students would get their smallest classes as freshmen. The status quo is absurd--to put freshmen in barn-sized classes, at the time they most need the nurturance of small-group instruction.

In my view, excellent undergraduate education reduces to one word--relationships. So, Marty Nemko University would offer many personalizing experiences, especially for freshmen. Of course there would be the relationships in the RC: the big brother/sister, the porter, housekeeper, peer advisors, "College Family" leader and R.A. I'd also encourage undergraduate research opportunities. As at U.C.L.A., there would be a catalog of all faculty members seeking students to work as research slaves, oops I mean assistants. Each listing would describe the faculty member, include a picture, describe the research project and the work desired of the assistant.

At Marty Nemko University, the definition of scholarship in promotion and tenure would be broadened along the lines suggested by Ernest Boyer, and those now in place at all unionized institutions in Minnesota. All faculty members would agree to a five-year contract in which he or she could determine the criteria on which they were evaluated. And scholarship could include, indeed be encouraged to include, scholarship related to teaching. For example, a faculty member would make a powerful contribution by developing a method for teaching the ten key physics concepts that even poets should understand, taught in such a way that these ten concepts become part of each student's intellectual fabric. What a wonderful alternative to the traditional Physics for Poets course in which students must plow through a 700 page textbook, "learn" just enough to get past the final, and not one bit more nor one day longer.

At Marty Nemko University, every syllabus would be reviewed by the department chair to discourage a tyranny of content. Today, many faculty believe a course is rigorous only if they assign 1000 pages of reading and teach largely via the lecture method--the approach which crams the most content per class minute. As President Warren said yesterday, "We must be leaders of learning rather than conveyers of information."

At Marty Nemko University, men (students, faculty, administration, and staff) would be encouraged to respect and encourage what Deborah Tannen has called, Women's Ways of Knowing--the collegial, cooperative, model of interaction and problem solving. Conversely, women would be encouraged to respect and encourage that which the stereotypical man brings to the table--the competitive and goal-oriented. I believe that there is legitimacy to many males' objection to the au courant phrase, "Men Just Don't Get It." I don't believe it's a matter of "They just don't get it," it's that they got it--that women's studies folks believe that the "Women's Way of Knowing" is the best way--but that many men reject that it's the only way. The best comes from an integration of what both men and women bring to the table.

Finally, at Marty Nemko University, each student would have a capstone experience to bridge the gap between academe and the real world. This would heavily involve career counseling: how each student's skills, interests, passions, and values, can be amalgamated into a career goal.

CONCLUSION

In short, I believe it's high time for a kinder, gentler approach to undergraduate education. Undergraduate education's guiding principle should be, "What would we do if we really loved our students?" Those words should

be a part of every undergraduate institution's mission statement, and be hung on the walls and burnished in the mind of every employee of the institution.

Of course, it's much easier for me to call for this than to implement it. The only person who likes change is a wet baby. And in these troubled times, it's easy for all of us to get frustrated and cynical even in trying to make the status quo work.

I'd like to close with a story that, while often told, I believe has an important message, not only to the frustrated and cynical, but to all of us.

A burned out person was on a beach, and he noticed that running along the beach was a jogger doing something strange: every so often, the jogger would stop, pick something up, and throw it in the water, jog some more, pick something up, and throw it in the water. The cynical man was curious so he stopped the jogger and asked, "Would you mind telling me what you're doing?" The jogger said, "Sure. Every time I see a starfish washed ashore, I pick him up and throw him back in the water." The cynical man responded, "But don't you realize that there are hundreds of starfish on this beach alone, and there are hundreds of miles of beach on this coast alone. What possible difference can you make?" And the jogger looked into his hand and said, "To him a very big difference."

Go out there and make a difference.

HOW I CAME TO BELIEVE IN RED WING

Frank Burnet

(An account by Frank Burnet, Master of Rutherford College, The University of Kent at Canterbury, of his pilgrimage to Kirksville to attend the First Annual Conference on Residential Colleges and Living-Learning Centres)

It seemed simple back in Canterbury. Dean Smith's information sheet had a confident, even authoritative, tone: "A Commuter air service is available from Kansas City to Kirksville Regional Airport (Red Wing)".

I was anxious to get to Kirksville on schedule and decided to book this last crucial leg of my journey from England.

International Directory Enquiries were less than helpful. 'An airline you say, Sir? Operates out of Kansas City? I am afraid we have no such listing.'

Don't panic, I told myself. There will be time to sort things out once I'm in the States. I turned out to be right. A multiple foul-up meant I had three hours to kill at O'Hare, Chicago.

I confidently approached the Information booth. 'I need the number of Red Wing Airways' I said in my most brisk and business-like voice.

'Never heard of it' came the equally confident reply.

'Now, wait a minute' I said, and flourished my information sheet.

This evoked a rather grudging 'OK, buddy, I'll take a look in the guide.'

To his obvious shock, he did find Red Wing and it had a phone number, which he jotted on a scrap of paper. He detected a slight smugness in my expression and got in a low counter-shot. 'It will cost you about $3 to call from here.'

No phone would accept my credit card and I couldn't face begging for twelve quarters, so I decided 'What the hell. I'll soon be in Kansas City. I'll book there.'

On the flight, I got into conversation with an obviously very well travelled man of the world. I discovered that he lived locally and enquired casually about Red Wing.

'Never heard of it' he smiled.

It was midnight British time when we touched down in Kansas City. I'd done enough Red Wing hunting for one day. Although I did keep an anxious eye open for signs at I was driven to the Airport Hotel. After I'd booked in, I realised I would need to get the earliest possible flight the next morning. The receptionist was as helpful as everyone else.

'Never heard of it' he said, 'Try the bellhop.'

The Bellhop had a well-thumbed card index. 'Don't get many folks asking' he confided 'But they go from Gate 56.'

A wave of relief surged over me. Red Wing existed! I went to bed a deeply reassured human being and got up at 5.30 to be sure to be first in the stand-by ticket queue.

The driver of next morning's shuttle bus asked me which Gate I wanted as he loaded my bag. I was now certain of my facts. 'Gate 56' I barked. 'It's Red Wing.'

'Never heard of it' he said.

The shuttle was crowded with flight attendants and pilots. At each Gate the driver called out its number and the name of the airline using it.

Eventually, he reached Gate 56 and said in a louder than usual voice 'Fifty six, R---ed Wing.' My fellow passengers giggled. I made as dignified an exit as I could, took my case and started looking for Red Wing signs. Nothing. I approached a United security guard and did my "Englishman who has just lost his umbrella" impression. 'Maybe Gate 58' she said in a less than confidence-inspiring tone.

Gate 58 was deserted. I mean really deserted. There wasn't even much furniture. I walked disconsolately back to the United check-in and Eureka! There on the wall was a tiny notice informing all those with great eye-sight that Red Wing's next flight was at 8.30.

Confidence began to creep back into my demeanour. Most of the American nation had been wrong. Red Wing existed. With a new spring in my step I approached the check-in desk. 'Any room on the 8.30 to Kirksville' I asked. 'Sure. Do you want to check any bags?' I put my suitcase on the weighing machine. The clerk wrote down 33 pounds on a clipboard and said 'And how much do you weigh, Sir?' I was definitely taken aback. I had been told that America was the land of Freedom of Information but wasn't this taking things a little too far?

'Eighty-three kilograms' I said, a little grudgingly. 'In pounds please, Sir' she demanded.
My mind went blank. 6.00 in the morning has never been my prime time for metric conversions. She had the same problem and to save us both further suffering I suggested that I stand on the baggage scale. It can't have been used to this kind of load, because it registered an unflattering two hundred and one pounds but I was too jet-lagged to care.

'Do I get a ticket?' I asked. Expecting the usual terminal tapping. 'Oh, sure' she said and took a piece of blank white card and wrote F. Burnet 8.30 on it in red biro. 'Pay when you get there', she added, as she handed it to me.

It was beginning to dawn on me that Red Wing might not be the world's largest airline.

'Which Gate?' I asked. 'Oh, 58' she said. 'We normally park it down there' and pointed helpfully to a tiny patch of tarmac behind her. 'They usually turn up at about 8.20.'

I killed two hours in the canteen, mainly looking wistfully out of the window trying to spot small aircraft with Red Wing insignia. No sightings.

8.00 came and I strolled down to Gate 58. It was still deserted but I discovered another sign, that informed the highly observant that a small door led into the Red Wing departure lounge.

The door wasn't locked and I rather hesitantly entered a corner of departure lounge 58 which I had not noticed earlier. The only furniture was nine plastic chairs. I sat down and waited; not a soul.

I got up and wandered to the window that overlooked the runway. There below on the tarmac was a very small unmarked plane which was beyond its first flush of youth. I told myself to keep calm. Another man appeared. He was not very talkative but I did discover that he too was one of those rare human beings who believed in Red Wing.

Ten minutes later a man in pilot's uniform appeared. He seemed surprised to see me but was friendly enough. Checked my name and once again enquired solicitously about my weight before disappearing. Another five minutes and a casually-dressed gent came and said it was time to board.

My travelling companion and I trooped down a short flight of concrete steps and out on to the tarmac. Our guide ushered us into the plane I had seen from the window. It was no younger inside but did have seats for about eight passengers. By now, I was doing my, never failed yet, keep calm, deep breathing exercises. We got a quick safety lecture which seemed to be about the value of removing the aircraft's tiny windows in an emergency and were told to move the boxes if we wanted to sit in the forward facing seats.

What followed made my already drooping jaw hurtle tarmac-wards. Our bejumpered guide climbed into one of the driving seats. He wasn't a mechanic or a flight attendant or a clerk. He was the co-pilot! His more traditionally dressed colleague who had checked us earlier then re-appeared and we were off.

It was a beautifully clear day. We flew at well above roof height and I got a chance to see the countryside beneath me. It was all over too quickly. Kirksville Airport was ahead through the, not very clear, windscreen. We made a bumpy but safe landing and taxied towards a group of small buildings one of which proudly bore the sign "Red Wing". At last I had reached the nerve centre of this truly International Airline.

The young lady who strolled up to open the plane door was the fourth person that morning to be surprised to see me. 'We weren't expecting you' she said smiling. I stopped myself from saying that I was pretty surprised to be there myself, because it was obvious that we had something in common.

We both believed in Red Wing.